MEASUREMENT OF PUPIL INTEREST IN TYPES OF STORIES AT GRADE 1 LEVEL BY BALLOT METHOD TO DETERMINE CHILD PREFERENCE

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THESIS

MEASUREMENT OF PUPIL INTEREST IN TYPES OF STORIES AT GRADE 1 LEVEL BY BALLOT METHOD TO DETERMINE CHILD PREFERENCE

Submitted by

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(B.S. in Education, Boston Teachers College, 1936)

In partial fulfillment of requirements for
the degree of Master of Education

1947

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CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

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I. INTRODUCTION

"No demand has been more persistently voiced in educational circles during the past generation than that schooling should be adapted to the abilities, needs, and interests of the child. Mental testers and progressive educators who wish education to possess the flavor of reality and vitality raise the cry that the schools must fit their offering to the individual." Thorndike.[1]

The largest part of the school day in grade 1 is concerned with reading. It is the basis of first grade work. Therefore, the material used should be based on the child's interests. What he is interested in, he will enjoy doing. All his life he will use this skill. It seems that the best way to determine what the child is really interested in is to go to him directly and find out.

II. STATEMENT OF THE PROBLEM

It is the purpose of this study (1) todiscover, if possible, the preferences of children at grade 1 level for

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[1] Robert L. Thorndike, "A Comparative Study of Children's Reading Interests," New York: Teachers College, Columbia University, 1941, p. 1.

individual stories; (2) to compare the preferences of boys and girls for individual stories and for four story types; (3) to compare the interests of upper and lower quartiles in intelligence in individual stories and four story types.

III. IMPORTANCE OF THE STUDY

In books written by well known authorities on reading, the interest element is stressed as a strong motive or urge to read. At one time most of the work was done to arouse, or stimulate, the child to stories about to be read. Little was done to find out what the natural interest of the child was. If the types of stories that the child himself is interested in could be catalogued, the false stimuli would be unnecessary.

Gray[2] comments that reading is a means of satisfying interests; thus the child should be interested in the content. Gates[3] says that individual interests differ greatly and the teacher should select materials of maximum interest for each case.

Educators, parents, librarians, and teachers have become quite conscious of this element in reading, and have been doing some writing on the subject, particularly in the past twenty-five years. However, judging by the diversity of

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[2] William Gray and Lillian Gray, Guide Book for Basic Readers, Curriculum Series (Scotts Foresman & Co., Chicago - Atlanta) pp. 5-7.

[3] Arthur Gates, Improvement of Reading, (The Macmillan Company, 1928) p. 32.

opinions there is still more work to be done. At the present time there appears to be many stories of child experiences and animal stories in the first grade readers. This gives rise to the question of whether they are what the child really likes; or whether, once more, they are what adults think they want. If they do prefer this type, then it is important to know which ones they like best. The children should have an opportunity to voice a preference in kinds of stories they like, and whether they prefer one kind more than another.

The subject is justified by Neely[4] who says:

> For what is social reading of children if it isn't constantly seeing the world as they see it? And we must do that, I am convinced, if we are to be able to communicate with them.

Ekert[5] says:

> If we wish to determine what kind of literature children enjoy, we must find out from the children themselves. No amount of adult reasoning or armchair theorizing will reveal as much about children's interests as the children can reveal.

Uhl[6] concludes from his study:

> 1. The mastery of the mechanics of reading is said by teachers to result from the use of interesting material.

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[4] Charlotte Neely, Claremont College Reading Conference, Eleventh Year Book, 1946, (Claremont College Library, California, 1946) p. 111.

[5] Mollie H. Ekert, "Children's Choices of Poems" Elementary English Review, June 1928. p. 182.

[6] Willis L. Uhl, Scientific Determination of the Content of the Elementary School Course in Reading. (University of Wisconsin Studies in the Social Studies and History, No. 4, Madison, Wisconsin: University of Wisconsin, 1921) pp. 150-151

2. Teachers say that the ability in interpreting the printed page is facilitated by the use of interesting content.

3. The development of general culture is primarily dependent upon a certain type of exercise, namely pleasurable activity in reading. Obviously such pleasurable activity can result only in case the material read is interesting to the reader.

According to these three authorities, children should be given material that is interesting to them, and should be consulted directly to see where their interests lie.

Since the writer has found many conflicting statements and comparatively little among the studies that pertained specifically to grade 1 level, it seemed desirable to investigate children's interests at this level. Patterson[7] comments that, "Classroom teachers should contribute more than they do to the solution of the problem of interest." It is the earnest desire of the writer to assist in this problem.

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[7] Samuel W. Patterson, Teaching the Child to Read, (Doubleday Doran & Co., Inc., Garden City, N. Y. 1930) pp.140

CHAPTER II

REVIEW OF THE LITERATURE

CHAPTER II

REVIEW OF THE LITERATURE

Studies dealing with children's reading interests have been carried on for many years; but for years adult judgment decided where their interests lay. In general the beginnings of reading instruction were motivated by the spirit of the times.

This can be seen by Smith's[8] study of the early books in America. The contents showed how little the child was considered and how great was adult influence. She found the first Primers were religious selections. It was an answer to a fundamental need of adults and children. In the Middle Ages the books contained the Creed, The Lord's Prayer, the Ten Commandments, and a few Psalms. The term "primary" was not used as we now think of its meaning, but rather it was a "primary-fundamental of minimum essentials". It was not used as a school book. The "Enschude Abecedarium" made in the Fifteenth Century was the cognate and progenitor of our modern elementary readers.

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[8] Nila B. Smith, American Reading Instruction, (Silver Burdett & Co. 1934.)

The English influences can be easily seen in our readers. From 1607 to 1776 the deeply religious motive is quite evident. From this religious period we move to a new feeling of deep loyalty to a new nation with an aim to impress on young minds ideals of virtue and morals.

From 1766 to 1840 the selections found in books were productions of American authors, - historical selections, information about our country, and oratorical selections. The emphasis on religion was disappearing. In the popular North American Reader seventy-five out of three hundred and fifty selections were devoted to moralistic materials; three to religious selections.

From 1840 to 1880 the German Pestalozzian mode was felt. The contents became more diversified. The Bumstead's Reading Book contained eighty-seven pages, predominantly moralistic; the remainder was devoted to experiences in child life, family relationship, and nature. In this book seven pages were devoted to religious subjects and one to patriotic. In the McGuffey's Series, the Mother Goose rhymes and folk tales were used for the first time. It was about this time that the Basal Readers appeared.

In all this time there appeared to be no recognition of the child's interests. Since this paper is concerned with pupil interest in grade 1 level, ages 5 to 7 approximately, the writer has selected those studies which deal most specifically with these ages.

The first scientific study was made by Wissler[9]. He used a questionnaire method with about 2100 children of grades 2 to 6 in Indiana. He found that stories of daily life ranked first in interest, followed by unclassified stories, stories of animals, of heroism, moral precepts, descriptions, information, and fables. This was the first good study made of children's interests. Wissler concluded that:

1. The literature most appreciated by the pupils in the elementary school is that which presents the true, the beautiful, the heroic, and the good in the same concrete way as the busy world around them. Fiction and poetry are the preferred forms.

2. The complete narrative makes a lasting impression while the story in outline is treated as uninteresting.

3. The child enters school with a great interest in the story, but interests in other lines are awakened and absorb more and more of his interest as he advances.

In the following year Votrovsky[10] made a study, by surveying with a questionnaire, of children's selections of public library books. Children of the primary level chose books about children, first; adventure stories, second; miscellaneous stories, third; and fairy stories, fourth.

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[9] Clark Wissler, "Interests of Children in the Reading Work of the Elementary Schools," Pedagogical Seminary 5:523-540, April 1898.

[10] Clara Votrovsky, "Children's Taste in Reading", Pedagogical Seminary, 6:523-538, December 1899.

In 1902 Olcott[11] named the types of stories that interested young children in the following manner: 1 - animals, 2 - nature, 3 - fables, 4 - fairy and wonder stories, 5 - moral stories, 6 - home, 7 - play, 8 - humor.

Eighteen years later Hosic[12] made a survey of school readers. Hosic says that an index shows a lack of consensus of opinion as to what American children should read in school. In fact, there seems to be no consensus even to the difficulty with which various selections may be supposed to present to pupils. This study was made with a common range of fourth and fifth grade books.

In a later study[13], in the same field, he comments that our text book changes from time to time, but without much scientific basis for judgment of merits or demerits.

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[11] Frances J. Olcott, The Children's Reading, (Houghton Mifflin Company, Boston, 1912) p. 344.

[12] James F. Hosic, "The Contents of School Reading Books", School and Society, 2 179-180, February 7, 1920.

[13] _____ Empirical Studies in School Reading, (Teachers College Contributions to Education, No. 114. New York: Teachers College, Columbia University, 1921) 173 p. Pref. vii.

Woody[14] found that the primary basis for appealing to the interest of the child has been strange and fanciful - 32% instructive vs. 67.7% imaginative; 15.3% real nature vs. 51.8% folklore. He suggests that the content should be broadened to include biography, history, true stories of plants, animals, boys and girls.

One of the most important studies in the interest field was made by Dunn[15]. Dunn says:

> It is essential that educators be so organized as to utilize existing interests and develop those which are potential.

Dunn attempted to determine what elements in primary reading material are of interest to children of the first three grades. In order to discover existing interests, she analyzed material of primary readers. She found that no one element alone could be depended upon to guarantee interest. There should be several elements combined. Many of the stories selected by adults to be of high interest value were often regarded by children with indifference or distaste.

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[14] Clifford Woody, "The Overlapping in the Content of Fifteen Second Readers," Journal of Educational Research, 2:465-474, June 1920.

[15] Fannie W. Dunn, Interest Factors in Primary Reading Material, (Teachers College Contributions to Education, No. 113. New York: Teachers College, Columbia University 1921) pp. 1-70.

This is in contrast to Uhl[16]. He found a high correlation between teacher and pupil selection.

The elements necessary for boys' interest in a story, he found, were: surprise, plot, narrativeness, animalness, liveliness, moralness, conversation, fancifulness, and repetition. The elements for girls were: surprise, conversation, plot, narrativeness, liveliness, fancifulness, repetition, moralness, and animalness. There seems to be an impetus at this time to make a conscious effort to determine some of the interest factors concerning children.

Several other studies were made. Jordan[17] made a study of boys and girls from ten to thirteen years to determine their interests. Starch[18] found in his study of ten first grade readers that 28.8% of the space was devoted to animals, 16.8% to boys and girls, 15.4% to folk lore, and 15.4% to poetry. He found that this was true of three-fourths of the content of lower grade readers.

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[16] Willis L. Uhl, Scientific Determination of the Content of the Elementary School Course in Reading. (University of Wisconsin Studies in the Social Studies and History, No. 4, Madison, Wisconsin: University of Wisconsin,1921) p.25

[17] Arthur M. Jordan, "Children's Interests in Reading", (Teachers College Contributions to Education, No. 107. New York, Teachers College, Columbia University, 1921.) 143 pp.

[18] Daniel Starch, "The Contents of Readers," Twentieth Yearbook of the National Society for the Study of Education, Part 11, 1921. pp.145-151.

Uhl[19], too, made an outstanding contribution to the interest factor study. He attempted to determine the reactions of the teachers as well as the pupils. Though it does not bear directly on grade 1 level due to the children's inability to write their reactions, it is, nevertheless, a significant study with many interesting factors. Five hundred and twenty-nine pupils from grades 1 to 8 in four different schools - which differed widely in the character of the pupils attending them - were asked to read twenty selections (chosen because of their use), and then state on paper whether or not they liked the selections, and why. The reactions from teachers were taken from analytical questions on the contents of the basic readers.

Uhl also attempted to determine the grade placement and made the following deductions:

1. Selections which gain favor from grade to grade.
2. Selections which decline in favor from grade to grade.
3. Selections which are unpopular in any grade because of difficulty.

Over difficult selections were reported more frequently than the first two types. Seldom were selections found to be successful in only one grade. He thereby concluded:

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[19] Willis L. Uhl, Materials of Reading, (New York: Silver Burdett Company, 1924) p. 109

1. Placement of selections varied widely.
2. Success of reading material depends to a great extent upon the grade in which it is placed.

Grant and White[20] attempted to compare the actual reading interests of primary children unbiased by the school room. The six hundred children used in the study were from various sections of the country to determine whether the interests varied according to the locality. Animal stories appeared to be predominant. There was more demand for historical and informational stories than the books provided. It appeared there were more poetry, more nature stories, more fables, and more myths offered than there were choices from the children.

They concluded that school readers needed to be revised to meet the interest demands of children. The order of importance of these demands were: animal, fairy, folk, poetry, miscellaneous, informational, historical, child experience, Bible, nature fables, humor, riddles myths, and special days.

Belser[21] found that greatest interest in stories for young children up to nine years of age were for juvenile fiction, fanciful tales, imaginative literature, and that's why

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[20] Emma B. Grant and Margaret L. White, "A Study of Children's Choices of Reading Materials", Teachers College Record. 26:671-678, April, 1925.

[21] Danlyn Belser, "The Reading Interests of Boys", Elementary School Review, 3:292-296, November 1926.

stories.

The following year proved to be a means for satisfying the cravings for experience. He found that reading interests were influenced by environmental conditions and racial characteristics. Some materials rank low due to environmental conditions.

The next year Huber[22] found there was no outstanding element to indicate interest, but in grade 1 the trend seemed to be toward animals and play. This appears to be in agreement with earlier studies. There appears also to be a certain unity of interest to a grade.

Mackintosh[23], in her study in 1932, made different conclusions. She found poems were liked because of child experiences, dialect, humor, sadness, imagination, good story, and repetition.

Lloyd and Owen[24] made a study in London to determine world wide interests of children. The study was conducted with information from 17 schools and opinions of 3,357 children from 7 to 15 years of age. They state that between the ages of 7 and 11 books about people, places, animals, and things are preferred.

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[22] Miriam B. Huber, Children's Interests in Poetry, New York, Rand McNally Company, 1927) p. 103.

[23] Helen Mackintosh, A.Critical Study of Children's Choices in Poetry. (Studios in Educational Series, Vol. 7, Iowa City, Iowa, University of Iowa, 1932) p. 128.

[24] James Lloyd and E. F. Owen, "Children's Preferences in Reading Materials", Elementary School Journal 30:651-653 May 1930.

Nesmith[25] made a study to determine how the contents of readers in 1930 compared with preferences of children and with judgments of children and teachers. She attempted to compile a picture of the stories and poems most popular in the United States in grades 1, 2, and 3; and show how these are evaluated by the authors of children's literature, compilers of children's books, and experienced supervisors of primary work. The aim was to determine more or less scientifically a body of literature for the first three grades adequate to meet the needs of the primary teacher. She found the order of interest to be: traditional fairy stories, modern fairy or fanciful tales, myths and legends, realistic stories, fables, Bible stories, and historical stories. When a selection was favored in one grade, it was usually enjoyed in at least one other.

Washburne and Vogel[26] made a study to find out what books children of various ages and degrees of reading ability were reading and enjoying. They found that chronological age was more of a determining factor in book interests than was sex or reading ability. Girls and boys often like the same books at the same age even though their reading grades differ.

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[25] Mary E. Nesmith, An Objective Determination of Stories and Poems for the Primary Grades. (Teachers College Contributions to Education, No. 255. New York: Teachers College, Columbia University, 1927, 85 p.

[26] Carleton Washburne and Mildred Vogel, "Study of Children's Reading Tastes", Pedigogical Seminary (New York: Rand McNally Company, 1926) p. 523.

In Gates'[27] book he discusses the influence of meaningful content upon children's interest in reading. There were several studies of first grade children to determine the preference of narrative and informational selections. In all four studies the children seemed to prefer the narrative to the informational type. A sample of the findings of one study showed:

1. Narratives chosen 77.7 times out of 100, informational 22.3 times out of 100.
2. Choices of boys and girls are substantially the same, the differences between the percentages being scarcely noticeable.
3. The choices by grades 1, 2, and 3 are substantially the same; a slightly higher percentage in favor of narratives by grade 3 in comparison with grades 1 or 2.
4. The percentages of choices in favor of narrative materials differ somewhat from school to school: .853, .80, 99.74. [28]

In a further study with Peardon and Sartorius[29], Gates states that there have been ten studies in interests of the first three grades up to 1931. They agree in general with the

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[27] Arthur I. Gates, Interest and Ability in Reading (New York, The Macmillan Company, 1930) pp. 42-69.

[28] Ibid., p. 49

[29] Arthur I. Gates, Celeste C. Peardon, and Ina C. Sartorius, "Studies of Children's Interests in Reading", Elementary School Journal May 1931 31:662-670 656-670.

study made by Dunn ten years previous. The most suggestive method of studying children's interests in reading should attempt to unravel a number of characteristics that are primary. The following were noted:

1. familiar - family and personal
2. adventurous
3. funny and humorous
4. fanciful, unreal and supernatural
5. heroic, altruistic, patriotic
6. informational

In general they should incorporate some of the more salient elements; such as, surprise, liveliness, humor, animalness, conversation, and plot.

Terman and Lima[30] made a study of children's interests in reading. They state that the elements in reading are: 1 - action, 2 - human interest, 3 - imaginative appeal. These three elements are always demanded regardless of other things.

Children between the ages of six and seven still enjoy Mother Goose rhymes and picture books, but their chief interest is in nature stories; little books about the wind, the birds, the animals, the trees and the flowers. They enjoy

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[30] Louis Terman and Margaret Lima, Children's Reading New York: D. Appleton-Century Company, 1931) pp. 6-8.

having fairy stories, myths, and legends read to them; but they must be short and written in direct discourse.

From eight years of age a child lives in a world of imagination, and the more fanciful the tale the more appeal it has to him. He also becomes interested in stories of child life in other lands, and stories of children in general have great appeal.

One of the few direct studies of first grade interests was made by Smith[31] in 1938. She found in a review of the first grade readers that story types were confined to folk tales or to adaption of folk tales. She believed a steady diet of fanciful tales would give the child a distorted view of real life about him. Therefore, for her study she prepared sixty stories depicting fun, entertainment, information, old folk tales, nursery rhymes, and fables that the children read themselves. It was found that all kinds appealed to the majority to a high degree. Folk tales were slightly higher in favor than realistic stories; nursery rhymes and fables closely followed. This appears to bear out the fact that there is a wide diversity of reading interests at this level. She felt that children's interests came from the people, the industries, the recreations, and the institutions about them; and also from animal and plant life, the sun, the moon, the stars; also weather conditions and natural phenomena within their environment.

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[31] Nila B. Smith, Teachers' Guide for the First Year, (Silver Burdett Company, 1936) p. 27.

In the same year Lustikow[32] made a study of what children from kindergarten to grade 6 voluntarily selected to read, and she showed a different order of preferences. She reported that animal stories were the favorite of young children. Child experiences came next, with folk lore and fables not read extensively in any grade. This is contrary to many earlier studies. She agreed, however, that informational nature books are not so extensively read as nature books in other forms.

In an article by Uhl[33], he states that themes in selections in primary readers are more varied. Love of fanciful stories rich in imaginative appeal are ever popular. Animal stories abound. There is a greater appreciation of children's interest in what is plausible and familiar as well as what is fanciful and remote. Many reading books provide fascinating accounts of occupations that to children are romantic, such as: fireman, policeman, postman, milkman, baker, locomotive engineer. They share the stage with gnomes, elves, knights, and princes for they are fascinating and significant to them.

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[32] Lydia M. Lustikow, "Inventory of What Children Voluntarily Select to Read", Elementary School Journal, 39:11-12 September 1938.

[33] Willis L. Uhl, "Materials of Reading" Thirty-sixth Yearbook of the National Society for the Study of Education. Part I, 1937, p. 207.

According to Brumbaugh[34], little ones like picture books, trains, and farm animals; also comic books, Winnie Winkle and Popeye, the Sailor. He believes they care little for literary style, but enjoy dramatic action, humor and adventure.

In a more recent study Thorndike[35] used the questionnaire method of investigation. He made up a number of annotated fictitious titles, to which the children answered "yes" or "no". The children ranged in age from 8 to 16 and from grade 4 to high school. Though this is above the age group that the writer is interested in, in this study, it seemed pertinent to comment on the findings.

1. Within the same sex the interest patterns of groups differing by several years in age and as much as 30 points in average I Q showed a positive correlation. It seemed likely that differences would have been sharply increased if it had been possible to test younger children.

2. In their patterns of reported reading interests the bright children with a median I Q of 123 were most like a group of children two or three years older than they were who had a median I Q of 92.

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[34] F. N. Brumbaugh, "Children's Choices of Reading Materials", Elementary English Review, 16:226-228, October 1939.

[35] Thorndike, op. cit. p. 35.

This appears to denote that "brightness" produces some differences in topic of interest, but not marked. When the brighter child is older, the differences tend to appear between him and his fellows. If he is somewhat younger than his fellows, the differences are reduced to a minimum.

3. Sex is conspicuously more important than age or intelligence as a determiner of reported interest pattern, at least within the range and ability of this study.

4. The acceleration of interest in bright children does not seem to be entirely, or even predominantly, a scholarly or bookish precocity.

Another recent study was made by Wilson[36]. This,too, was a questionnaire study of young children's interests. The children had an I Q above average,and were in the kindergarten, first, and second grades. Interests in the early stage showed traditional children's stories, nursery rhymes, signs, houses, telephones, auto markers, labels, letters, pools, cards, newspapers, magazines. It showed a definite feeling towards the materials of social environment. Thetypes of books preferred were: "Do It", stories of animals, fairies, comics, nature, and poetry. No grade differences were noted.

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[36] F. T. Wilson, "Reading Interests of Young Children", Pedagogical Seminary, 58:363-389, June 1941.

The latest study was made by Witty, Coomer and McBean[37]. It was a study of ten elementary schools, including seven thousane eight hundred and seventy-nine children from kindergarten to the seventh grade, made in the spring of 1945. The purpose was to ascertain which books are favorites with children. The conclusions made were that the most popular were: (1) stories of animals - wild or tame, real or fanciful; (2) fairy stories - to enchant. The most popular stories were: "Angus and the Ducks", "Little Black Sambo", Raggedy Ann", "Snip, Snap, Snurr", "Peter Rabbit", and "I Know a Story".

The difference in interest due to sex at this grade level appears to be slight. The first study reported in this chapter by Wissler[38] notes few differences in sex other than girls seem to prefer home life stories. This difference was also borne out by later studies.

Gates[39] found that neither sex, grade, nor intelligence were significant in influencing interests at the primary level. Huber[40] in her study concurred in this belief.

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[37] Paul Witty, Ann Coomer, Dilla McBean, "Children's Choices of Favorite Books", Journal of Educational Psychology. 37:266-78 May 1946.

[38] Wissler, op. cit., p. 540

[39] Gates, Peardon and Sartorius, op. cit. 59:655-670.

[40] Miriam B. Huber, The Influence of Intelligence upon Children's Reading Interests. (Teachers College, Columbia University, 1928) p. 39. Teachers College Contributions to Education, No. 312.

From Washburne's[41] study of his compilation of books that children like to read, he disclosed that chronological age appeared to be a more potent factor in book interests than either sex or reading ability.

Terman and Lima[42] comment that at seven years of age sex differences in reading interests are more in evidence. They also state that the factors that influenced interest were: age, physical development, environment, health, sex, and mental ability. Dowell and Garrison[43] disagree that environment affects interest. Their study showed that children in widely different social groups appeared to have little or no difference in their interests.

There has been over the period of years a divergence of adult opinion concerning what should be read by children. Uhl[44] found that there was a high correlation between adult choice and children's choice. Dunn[45], on the other hand, found that material judged by adults to be of high interest value were often regarded by children with indifference or positive distaste.

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[41] Carleton W. Washburne and M. Vogel, What Children Like to Read. New York: Rand McNally & Company, 1926, p. 286.

[42] Terman and Lima, op. cit. p. 422.

[43] Pattie S. Dowell and K. C. Garrison, "A Study of Reading Interests of Third Grade Subjects", Peabody Journal of Education, 8:202-206, January 1931.

[44] Uhl, op. cit. p. 25

[45] Dunn, op. cit.

Many studies of children's reading interests were made - from Wissler[46] in 1895 to Witty, Coomer, and McBean[47] in 1945 - yet there were only a few investigations for specific trends at grade 1 level. The greatest number of stories found in books at this level were child experiences and animal stories. A much smaller proportion was devoted to old tales and nature and science stories. In view of this, it seemed desirable to discover, if possible, to what extent grade 1 children preferred certain types of stories.

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[46] Wissler, op. cit., p. 540

[47] Witty, Coomer, and McBean, op. cit. p. 266.

CHAPTER III

METHOD OF INVESTIGATION

CHAPTER III

METHOD OF INVESTIGATION

SCOPE OF STUDY:

As stated in the previous chapter, the purpose of this study was to investigate the relative appeal of several different types of reading material on a first grade level. The survey covered four types of narrative material found in first grade books. The four types of narrative included child experience stories; such as: "Janet's Birthday", "Circus Bear", "Good Coasting Today"; old tales, such as: "Red Riding Hood", "The Three Bears", and "Mr. Vinegar"; animal stories, such as: "Fuzzy Runs Away", "The Rabbit Who Wanted Wings", and "Little Duck Talks"; and nature and science stories, such as: "Little Deer", "Why the Bear Sleeps All Winter", and "Spring in Polly's Garden".

The following comparisons were drawn:

1. Comparisons of interests in individual stories.
2. Comparisons of interests in story types.
3. Comparisons of interests of boys and girls.
4. Comparisons of interests of upper and lower quartiles.

NARRATIVE MATERIAL AND PROCEDURES USED:

For the narrative material, forty stories were selected for use. Each story was cut directly from a first grade book

and hinged into a separate folder. A first grade class selected the colors of the covers to be used for each of the four types: red -- for child experiences, orange -- for animal stories, blue -- for old tales, and green -- for science and nature. The following table indicates the distribution of story types:

CHART I

SHOWING DISTRIBUTION OF TYPES
IN TWO GROUPS OF NARRATIVE MATERIAL

	Child Experience Stories	Animal Stories	Stories of Old Tales	Nature and Science Stories	Total
Group I	5	5	5	5	20
Group II	5	5	5	5	20

As shown by this chart, these forty stories were divided into two groups of twenty stories each; both groups equated for types, number of stories of each type, and level of difficulty. By this means, ten sets of material were prepared. Each set contained twenty stories; each set was equal in number of story types, each set was equal in number of stories of each type, and each set was equal in mechanical difficulty. The complete list of stories used will be found in the appendix.

These ten sets were issued to ten first grade teachers, and later they were given to six more first grade teachers. Thus, the stories were told in sixteen different classrooms. The teachers were instructed to read the stories to the children and to allow them to indicate their liking or disliking. The following code was used:

1. An asterisk (*) to indicate liking with enthusiasm.
2. A check (✓) to indicate liking but without enthusiasm.
3. A line (-) to indicate dislike.

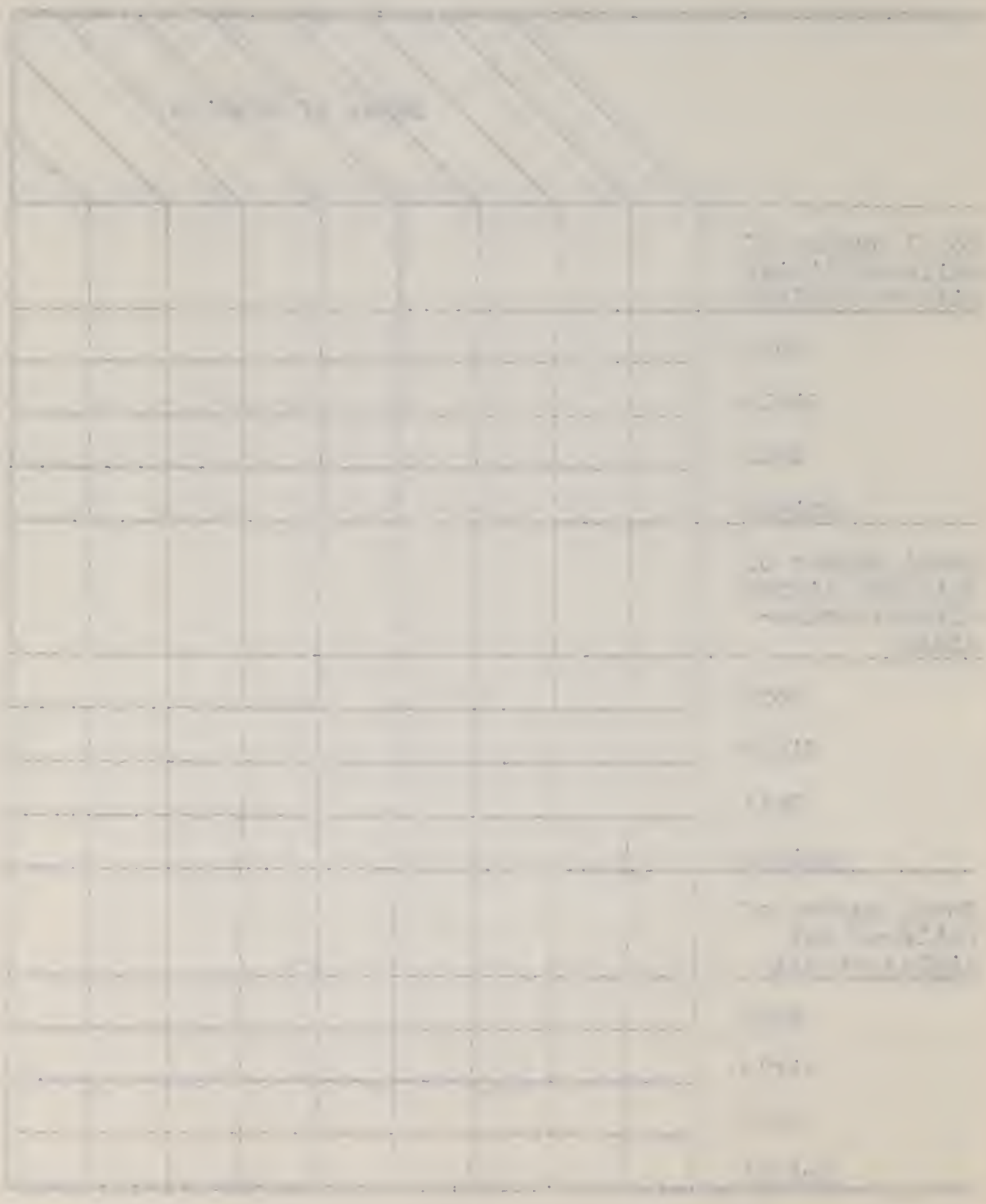
The children were asked to vote on each story. After the voting was done, the teachers were asked to have an informal discussion of the reasons underlying the choices. When they passed in their vote, the children were asked to whisper the vote to the teacher. This enabled the teacher to make a check on the reliability of the vote given.

The summary sheet shown on page 27 was used throughout the study. This sheet gave the total number of votes for each story; boys and girls, and upper and lower quartiles. When it was possible, the recorded intelligence quotient was used. When this was unobtainable, the division was based on the teacher's judgment and class standing. Since each story was voted upon separately, the final tabulation indicated the position of any single story in order of preference as well as the type of story preferred.

CHART II

SUMMARY SHEET USED TO REPORT PREFERENCES

	Names of Stories								
Total number of children liking with enthusiasm									
Boys									
Girls									
Dull									
Bright									
Total number of children liking without enthusiasm									
Boys									
Girls									
Dull									
Bright									
Total number of children not liking at all									
Boys									
Girls									
Dull									
Bright									



POPULATION:

Throughout this study, the population used was composed of first grade children from the large metropolitan city of Boston and in eight different areas suburban to it. The number of children used in the narrative survey was three hundred and ninety-one, one hundred and ninety-one boys and two hundred girls. The intelligence quotients ranged from seventy to one hundred and thirty-nine. The areas included both industrial and professional communities. The home conditions varied correspondingly -- superior, average, and underprivileged. The majority seemed to be an average group.

RESTATEMENT OF THE PROBLEM

The following chapter will analyze the data acquired by the means reported above in an attempt to answer the following:

1. Which type of story do first grade children prefer?
2. What stories do first grade children prefer?
3. Do boys and girls in the first grade have the same reading preferences?
4. Do dull and bright children prefer the same types of stories?

CHAPTER IV

ANALYSIS OF DATA

CHAPTER IV

ANALYSIS OF DATA

In analyzing the results of the investigation described in the previous chapter, consideration was given to the preferences for individual stories and to preferences for story types. Interpretive tables for each section were drawn:

1. to indicate preferences for the entire population on individual stories and on four types of stories
2. to compare the preferences of boys and girls
3. to compare the preferences of upper and lower quartiles in intelligence.

Table I follows on the next page..

TABLE I

ORDER OF PREFERENCE FOR STORIES FOR TOTAL POPULATION OF 391 CASES

Names of Stories	Liking with Enthusiasm	Liking without Enthusiasm	Disliking
1. Why the Bear Sleeps All Winter	87.9%	9.6%	2.5%
2. Mr. Vinegar	80.5	11.5	8.
3. Paddy's Pets	78.5	12.2	9.3
4. Bunny Boy	78.3	12.8	8.9
5. Winter Is Coming	77.7	14.8	7.5
6. Gingerbread Boy	74.4	13.2	12.4
7. Good Coasting Today	74.1	21.5	4.4
8. Billy Goats Gruff	74.1	20.9	5.
9. Little Deer	73.5	21.4	5.1
10. Rabbit Who Wanted Wings	72.8	21.4	5.8
11. Topsy, a Yellow Kitten	70.9	15.8	13.3
12. Circus Bear	70.9	25.2	3.9
13. Monkey Wants His Tail	70.6	21.8	7.6
14. The Birthday Party	70.1	23.8	6.1
15. Little Red Riding Hood	69.6	18.9	11.5
16. Two Little Soldiers	69.6	21.7	8.7
17. Dark Pony	69.5	23.7	6.8
18. The Jack-o'Lantern	66.1	28.7	5.2
19. The Three Bears	65.6	25.2	9.8
20. Good Enough for Me	64.3	28.9	6.8
21. Little Goose with Funny Feet	63.4	30.4	6.2
22. Little Duck Talks	63.1	30.2	6.7
23. The Kitten Who Forgot	62.7	20.7	16.6
24. Fuzzy Runs Away	61.	26.9	12.1
25. The Little Old Woman	60.7	27.	12.3
26. The Boy Who Went to the North Wind	60.5	31.3	8.2
27. Wanted: A New Home	60.	30.6	9.4
28. Building the Play House	59.9	21.8	18.3
29. In the Tree House	59.8	21.8	18.4
30. The Little Gray Donkey	57.5	29.2	13.3
31. The Straw Ox	54.2	35.6	10.2
32. Up in the Sky	53.	36.8	10.2
33. Out in the Sunshine	52.9	31.9	15.2
34. Janet's Birthday	50.9	38.1	11.
35. The Tub Pond	48.3	43.	8.7
36. In the Spring	47.7	43.9	8.4
37. Big Gray Goose	47.	30.2	22.8
38. Making the Nest	46.2	34.3	19.5
39. Time to Work	41.9	40.9	17.2
40. Spring in Polly's Garden	39.1	47.5	13.4

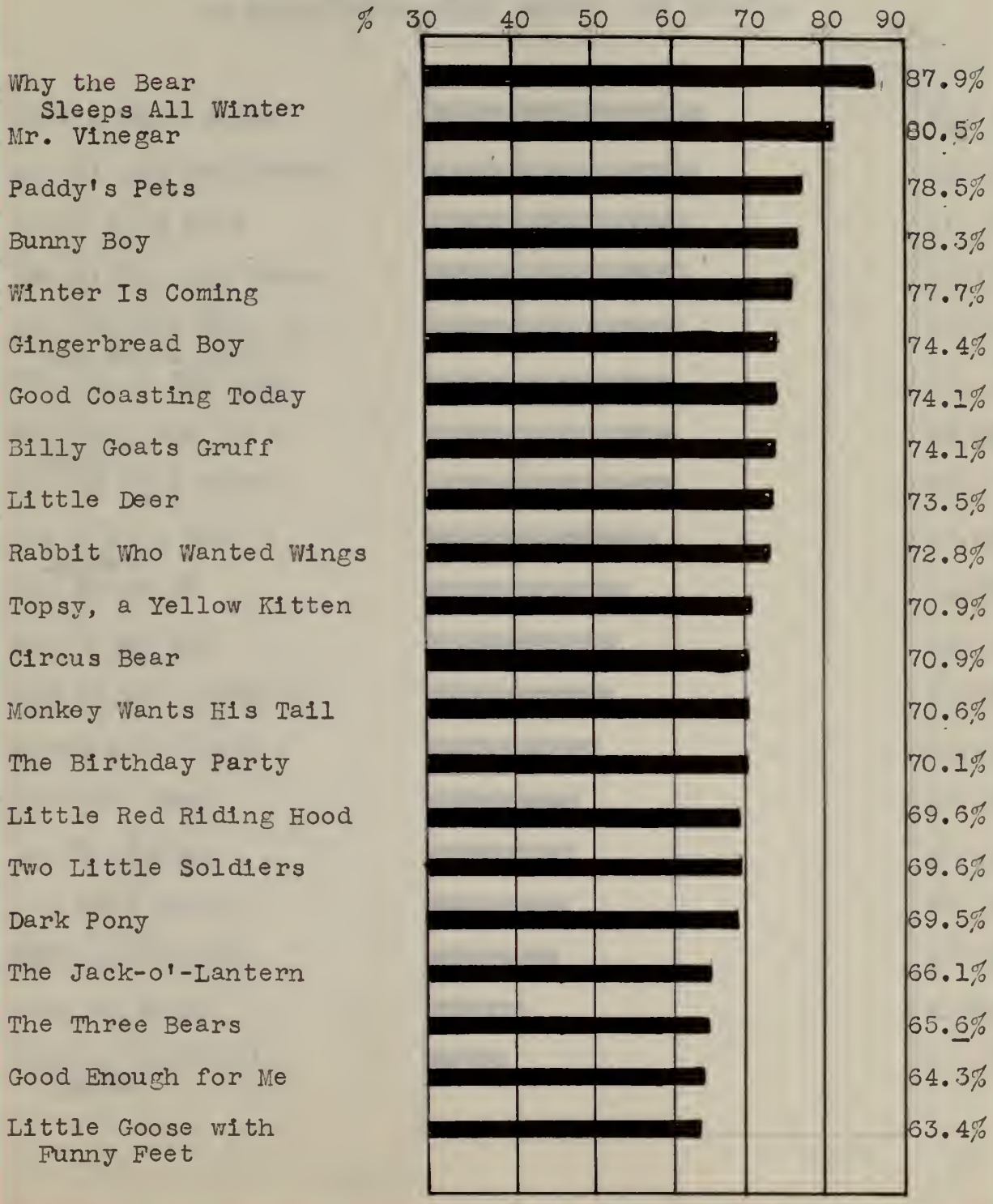
Table I shows the order of preference for individual stories based on the enthusiastic liking of total population. The table should be read in this manner: eighty-seven and nine tenths per cent of the children liked with enthusiasm "Why the Bear Sleeps All Winter", nine and six tenths per cent of children liked it, and two and five tenths per cent of children disliked it; eighty and five tenths per cent of children liked with enthusiasm the story "Mr. Vinegar", eleven and five tenths per cent liked it, and eight per cent disliked it; seventy-eight and five tenths per cent of children liked with enthusiasm "Paddy's Pets", twelve and two tenths per cent liked it and nine and three tenths per cent disliked it.

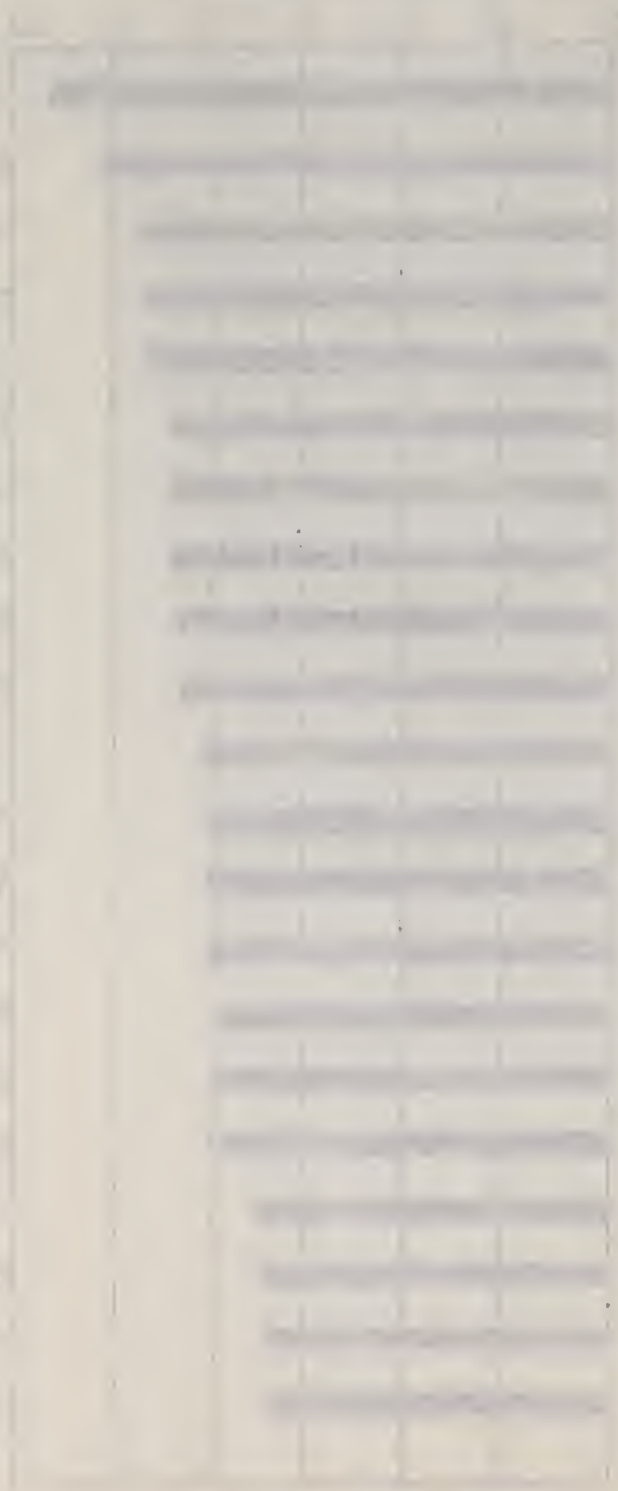
A study of this table reveals that the five most popular stories were: "Why the Bear Sleeps All Winter", "Mr. Vinegar", "Paddy's Pets", "Bunny Boy", and "Winter Is Coming".

Graph A which follows is a graphic interpretation of Table I. By this graph, the five most popular and the five least popular stories are easily seen.

GRAPH A

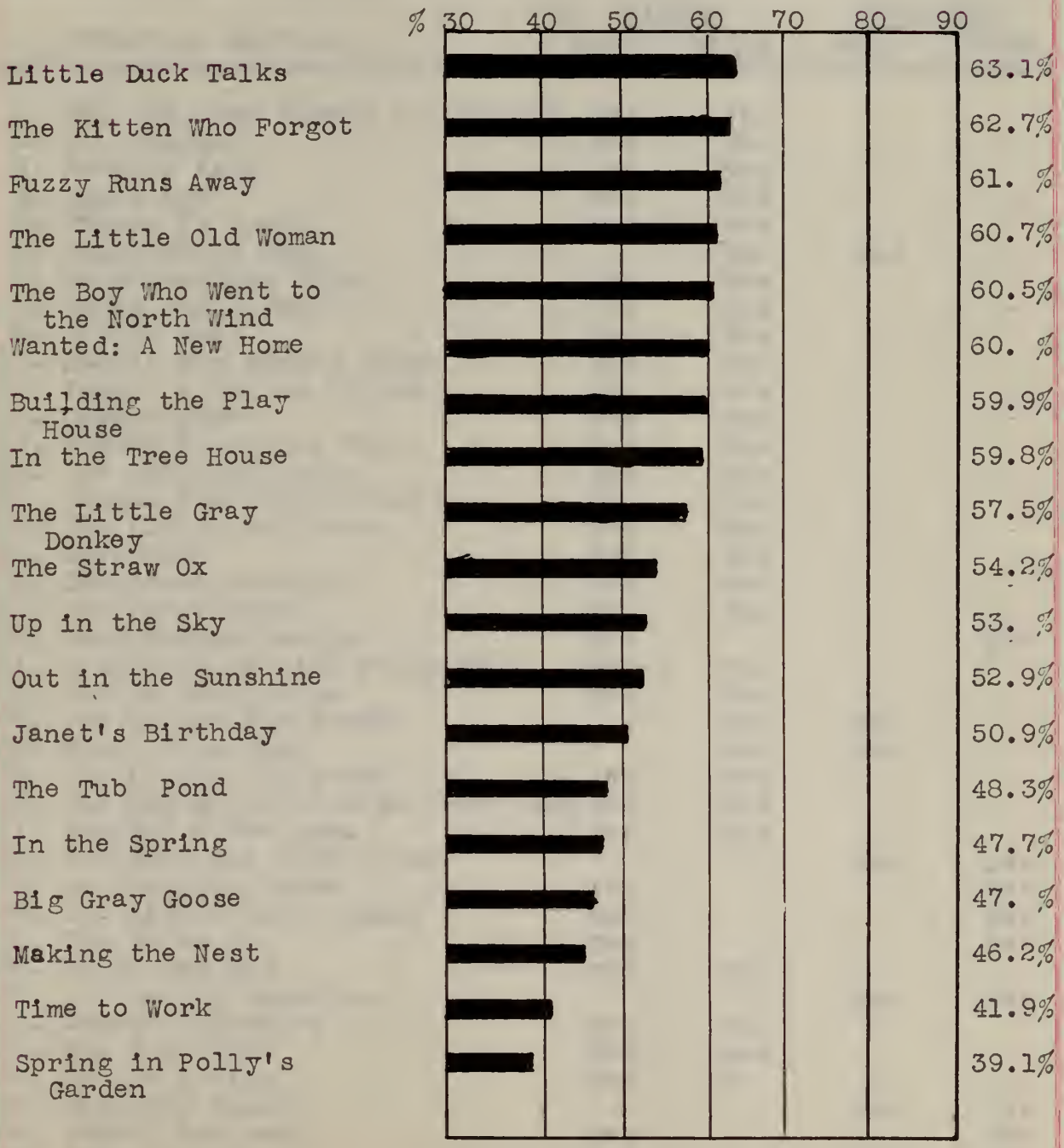
PERCENTAGES OF ENTHUSIASTIC PREFERENCES
OF TOTAL POPULATION OF 391 FOR STORIES





GRAPH A (continued)

PERCENTAGES OF ENTHUSIASTIC PREFERENCES
OF TOTAL POPULATION OF 391 FOR STORIES



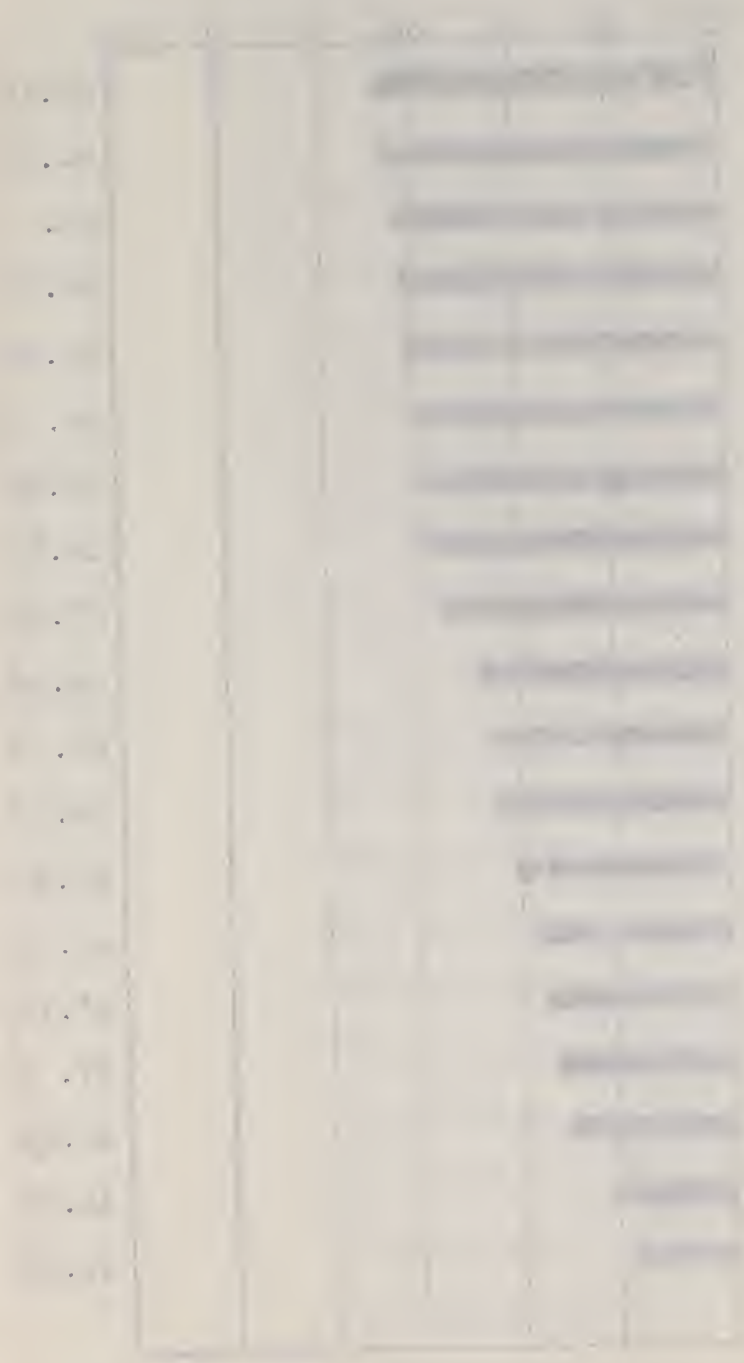


TABLE 2

COMPARISON OF BOYS AND GIRLS EXPRESSED OPINION OF STORIES BASED ON 391 CASES (191 BOYS AND 200 GIRLS)

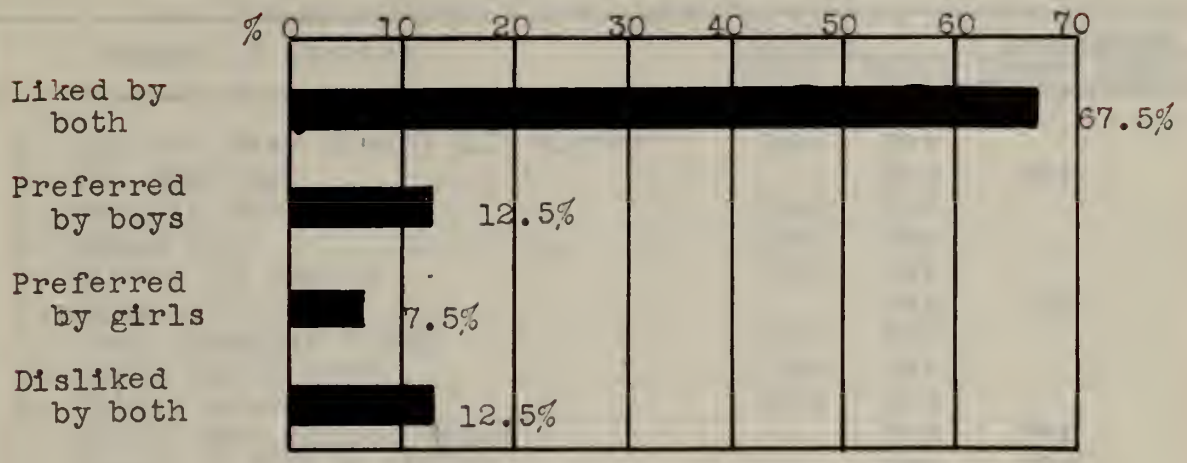
Names of Stories	Liking		Disliking	
	Boys	Girls	Boys	Girls
1. Why the Bear Sleeps All Winter	yes	yes		
2. Mr. Vinegar	yes	yes		
3. Paddy's Pets	yes	yes		
4. Bunny Boy	yes	yes		
5. Winter Is Coming	yes	yes		
6. Gingerbread Boy		yes	yes	
7. Good Coasting Today	yes	yes		
8. Billy Goats Gruff	yes	yes		
9. Little Deer	yes	yes		
10. Rabbit Who Wanted Wings	yes	yes		
11. Topsy, a Yellow Kitten	yes	yes		
12. Circus Bear	yes	yes		
13. Monkey Wants His Tail	yes	yes		
14. The Birthday Party	yes	yes		
15. Little Red Riding Hood	yes	yes		
16. Two Little Soldiers	yes	yes		
17. Dark Pony	yes	yes		
18. The Jack-o'-Lantern	yes	yes		
19. The Three Bears	yes	yes		
20. Good Enough for Me	yes			yes
21. Little Goose with Funny Feet	yes	yes		
22. Little Duck Talks	yes	yes		
23. The Kitten Who Forgot		yes	yes	
24. Fuzzy Runs Away		yes	yes	
25. The Little Old Woman	yes	yes		
26. The Boy Who Went to the North Wind	yes	yes		
27. Wanted: A New Home	yes	yes		
28. Building the Play House			yes	yes
29. In the Tree House	yes			yes
30. The Little Gray Donkey	yes			yes
31. The Straw Ox	yes			yes
32. Up in the Sky	yes	yes		
33. Out in the Sunshine			yes	yes
34. Janet's Birthday	yes	yes		
35. The Tub Pond	yes	yes		
36. In the Spring	yes	yes		
37. Big Gray Goose			yes	yes
38. Making the Nest	yes			yes
39. Time to Work			yes	yes
40. Spring in Polly's Garden			yes	yes

Table 2 presents a comparison of the preference of boys and girls for individual stories. It should be read thus: Both boys and girls liked "Why the Bear Sleeps All Winter"; more girls than boys liked "The Kitten Who Forgot"; more boys than girls liked "The Little Gray Donkey"; both boys and girls disliked "Time to Work".

Reference to this table shows that twenty-seven stories were liked by boys and girls; three stories were preferred by girls; five stories were preferred by boys; and five stories were disliked by both boys and girls.

GRAPH B

COMPARISON OF PERCENTAGE OF PREFERENCES
OF 191 BOYS AND 200 GIRLS FOR STORIES



Graphically, Table 2 presents this interpretation. Sixty-seven and five tenths per cent of the stories were liked by both boys and girls. Twelve and five tenths per cent of the stories were preferred by boys, and seven and five tenths per cent were more enjoyed by girls. The children found twelve and five tenths per cent of the stories lacking in appeal.

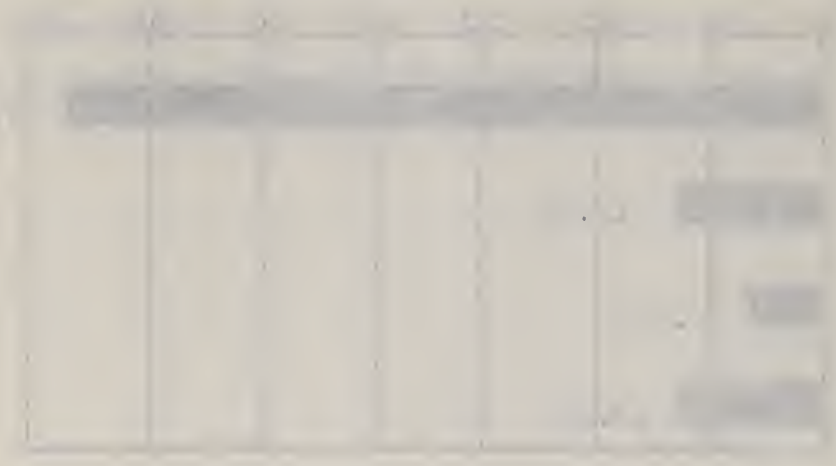


TABLE 3

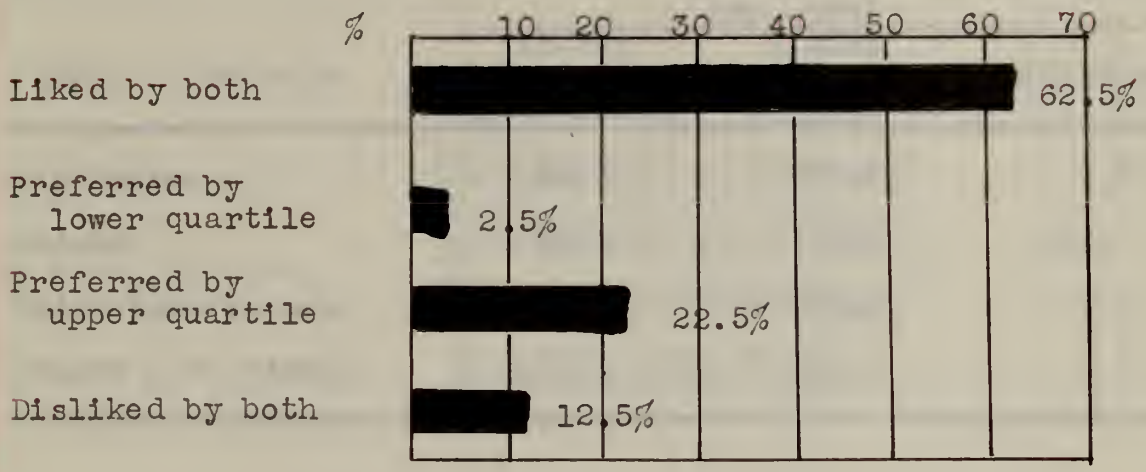
COMPARISON OF UPPER AND LOWER QUARTILES IN INTELLIGENCE EXPRESSED OPINION FOR STORIES BASED ON 391 CASES

Names of Stories	Liking		Disliking	
	Lower	Upper	Lower	Upper
1. Why the Bear Sleeps All Winter	yes	yes		
2. Mr. Vinegar		yes	yes	
3. Paddy's Pets	yes	yes		
4. Bunny Boy	yes	yes		
5. Winter Is Coming	yes	yes		
6. Gingerbread Boy		yes	yes	
7. Good Coasting Today	yes	yes		
8. Billy Goats Gruff	yes	yes		
9. Little Deer	yes	yes		
10. Rabbit Who Wanted Wings		yes	yes	
11. Topsy, a Yellow Kitten		yes	yes	
12. Circus Bear	yes	yes		
13. Monkey Wants His Tail		yes	yes	
14. The Birthday Party		yes	yes	
15. Little Red Riding Hood	yes	yes		
16. Two Little Soldiers	yes			yes
17. Dark Pony	yes	yes		
18. The Jack-o'-Lantern	yes	yes		
19. The Three Bears	yes	yes		
20. Good Enough for Me	yes	yes		
21. Little Goose with Funny Feet	yes	yes		
22. Little Duck Talks	yes	yes		
23. The Kitten Who Forgot		yes	yes	
24. Fuzzy Runs Away	yes	yes		
25. The Little Old Woman	yes	yes		
26. The Boy Who Went to the North Wind	yes	yes		
27. Wanted: A New Home	yes	yes		
28. Building the Play House			yes	yes
29. In the Tree House	yes	yes		
30. The Little Gray Donkey		yes	yes	
31. The Straw Ox	yes	yes		
32. Up in the Sky	yes	yes		
33. Out in the Sunshine	yes	yes		
34. Janet's Birthday	yes	yes		
35. The Tub Pond	yes	yes		
36. In the Spring		yes	yes	
37. Big Gray Goose			yes	yes
38. Making the Nest			yes	yes
39. Time to Work			yes	yes
40. Spring in Polly's Garden			yes	yes

In this table of stories, a comparison is drawn between the preferences of the upper and lower quartiles in intelligence. It should be interpreted to read: Both upper and lower quartiles enjoyed "Why the Bear Sleeps All Winter", "Paddy's Pets", "Bunny Boy", "Winter Is Coming". On the other hand, "Mr. Vinegar", "Gingerbread Boy", "Rabbit Who Wanted Wings", "Monkey Wants His Tail" were better liked by the upper quartile than the lower quartile. "Two Little Soldiers" was better liked by the dull than the bright. "Big Gray Goose", "Making the Nest", "Time to Work", and "Spring in Polly's Garden" were enjoyed least in both groups.

GRAPH C

COMPARISONS OF PERCENTAGES OF PREFERENCES
OF UPPER AND LOWER QUARTILES IN INTELLIGENCE
FOR STORIES BASED ON 391 CASES



From this graph, it is noted that sixty-two and five tenths per cent of the stories were enjoyed equally by both upper and lower quartiles in intelligence. The duller group expressed greater liking than the bright for only two and five tenths per cent of the stories. The brighter expressed greater liking than the dull for twenty-two and five tenths per cent of the stories. Twelve and five tenths per cent were not enjoyed by either group.

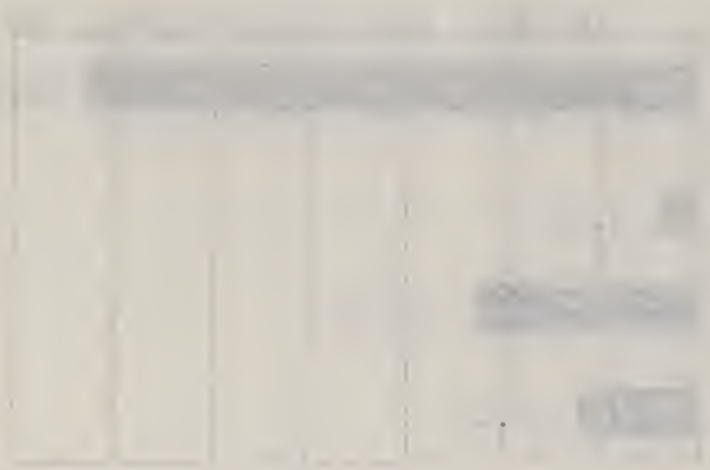


TABLE 4

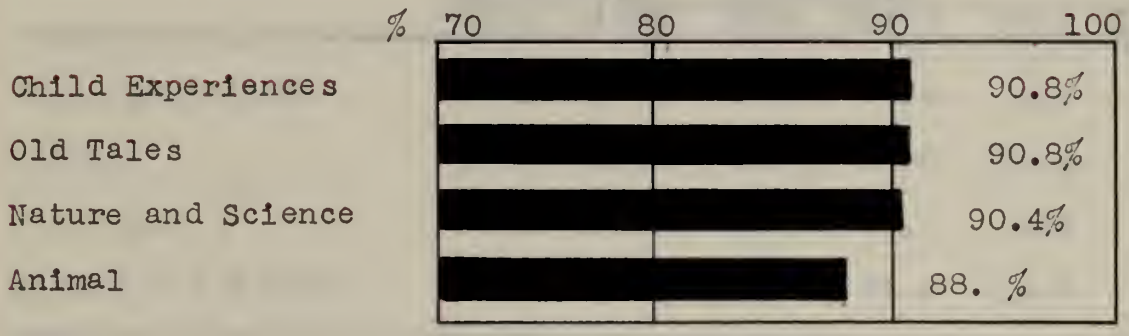
COMPARISON OF PREFERENCES OF TOTAL POPULATION OF 391 CASES FOR FOUR STORY TYPES

Types of Stories	Per Cent		
	Liking with Enthusiasm	Liking without Enthusiasm	Disliking
Old Tales	68.3	22.5	9.2
Animal	63.4	24.6	12.
Child Experiences	62.4	28.4	9.2
Nature and Science	59.1	31.3	9.6

In general, this type of material would seem to be correctly placed in first grade judging from the high percentage of liking. The results of this table indicate that old tales were preferred, animal stories came second, child experiences, third, and nature and science stories came last.

GRAPH D

COMPARISON OF PERCENTAGES OF PREFERENCES
OF TOTAL POPULATION FOR FOUR
STORY TYPES BASED ON 391 CASES



This graph is a further interpretation of Table 4. All types of stories were popular. However, it should be noted that the order of preference of types of stories vary when enthusiastic preference and preferences are combined. Although child experiences were not the most enthusiastically liked, they were generally liked. Animal stories were least popular.

TABLE 5

COMPARISON OF PREFERENCES OF BOYS AND GIRLS FOR FOUR STORY TYPES BASED ON 391 CASES (191 BOYS AND 200 GIRLS)

Types of Stories	Per Cent Liking with Enthusiasm		Liking without Enthusiasm		Disliking	
	Boys	Girls	Boys	Girls	Boys	Girls
Child Experience	64.2	61.4	27.3	28.6	8.5	10.
Animal	65.9	60.8	22.7	26.6	11.4	12.6
Old Tales	71.8	64.1	19.6	26.	8.6	9.9
Nature and Science	61.7	58.7	28	31.6	10.3	9.7

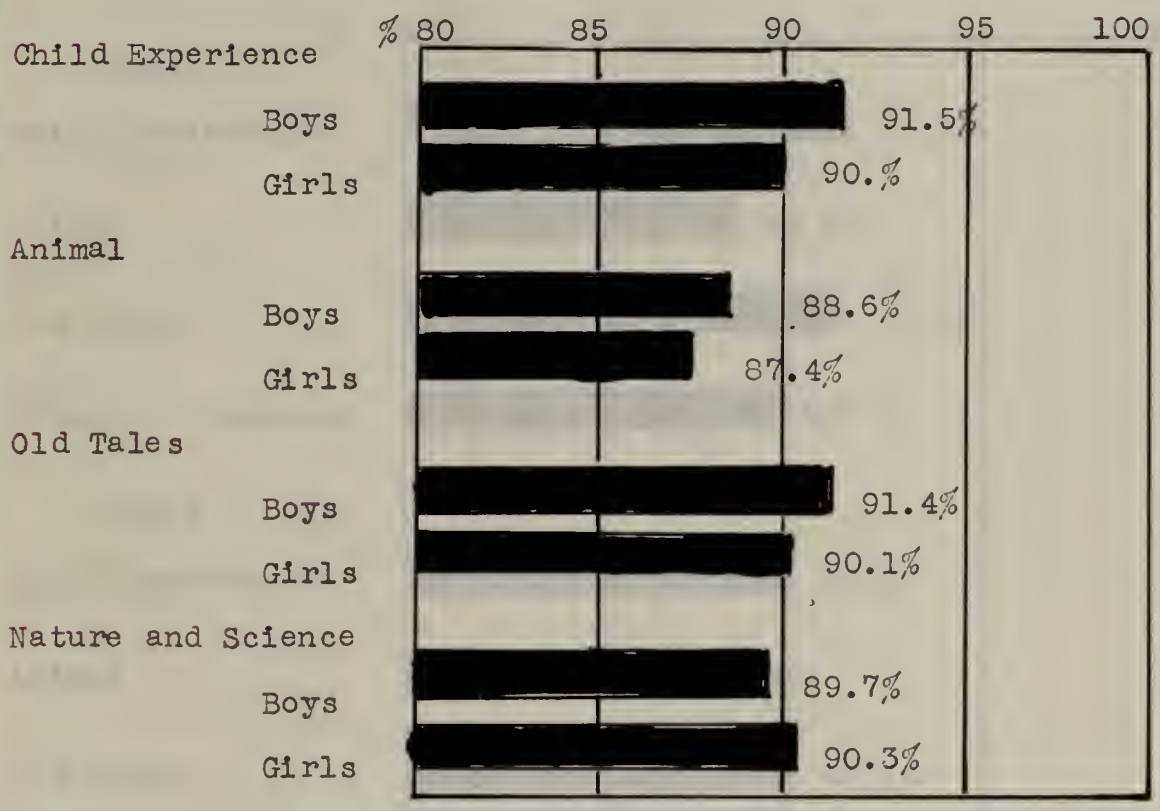
This table is interpreted in the following manner: Sixty-four and two tenths per cent of the boys and sixty-one and four tenths per cent of the girls enjoyed enthusiastically child experience type of story. Twenty-seven and three tenths per cent of the boys liked them, and twenty-eight and six tenths per cent of the girls liked them. Only eight and five tenths per cent of the boys disliked them, and ten per cent of the girls disliked them.

From this table it may be seen the type stories preferred enthusiastically by boys were in the following order: old tales, animal, child experience, and nature and science. The order of enthusiastic preference for the girls was: old tales, child experiences, animal, and nature and science.

It may also be seen the type stories disliked by the boys were in the following order: animal, nature and science, old tales, and child experience. The type stories disliked by the girls were in the following order: animal, child experience, old tales, and nature and science.

GRAPH E

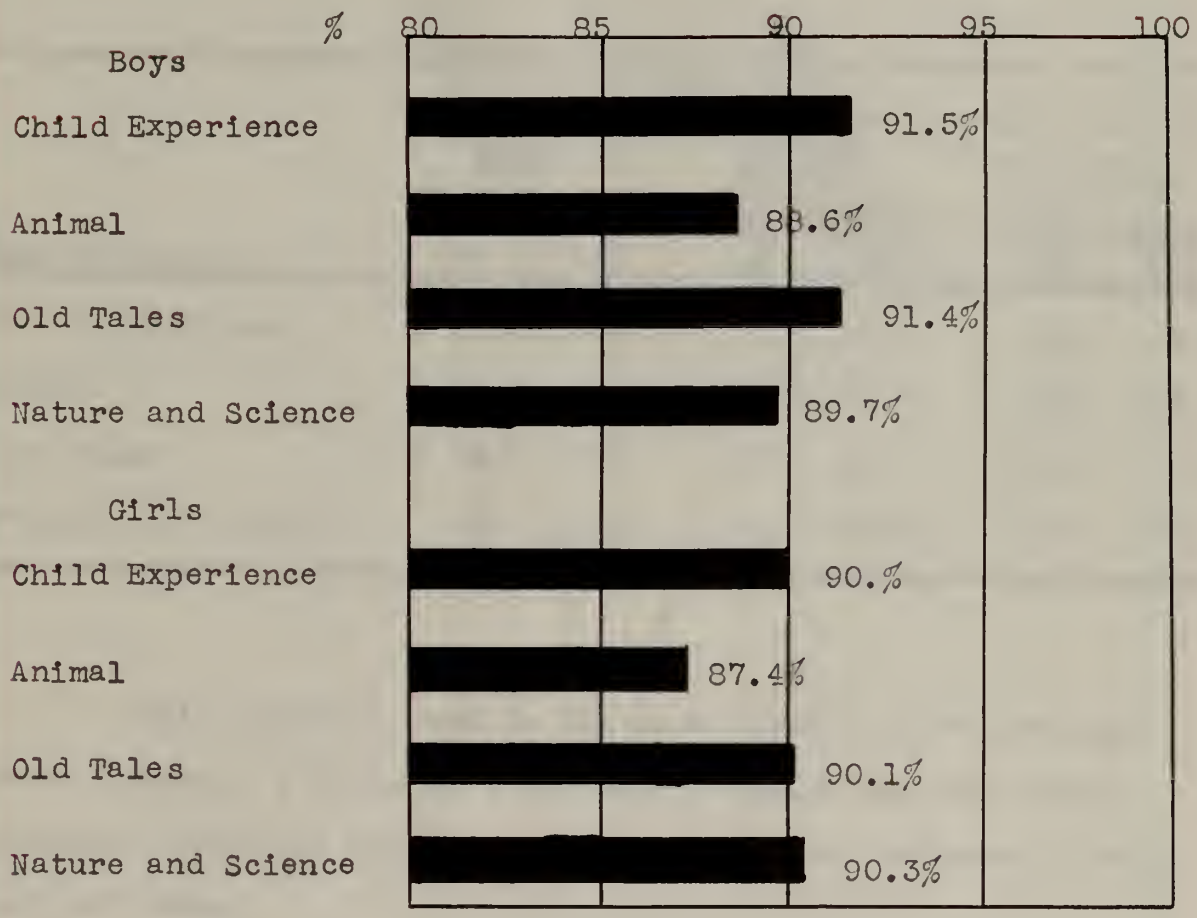
COMPARISON OF PERCENTAGES OF PREFERENCES
OF BOYS WITH GIRLS FOR FOUR TYPES
OF STORIES BASED ON 391 CASES



Graph E indicates how girls' preferences for each story type compared with boys'. The stories were read to one hundred and ninety-one boys and two hundred girls. The boys showed greater preference for all types except nature and science.

GRAPH F

COMPARISON OF STORY TYPES FOR BOYS AND GIRLS



Graph F presents a comparison of the order of preference of story types as ranked by boys and girls. It is based on information detailed in Table 5. The difference in types preferred appeared to be very slight.

TABLE 6

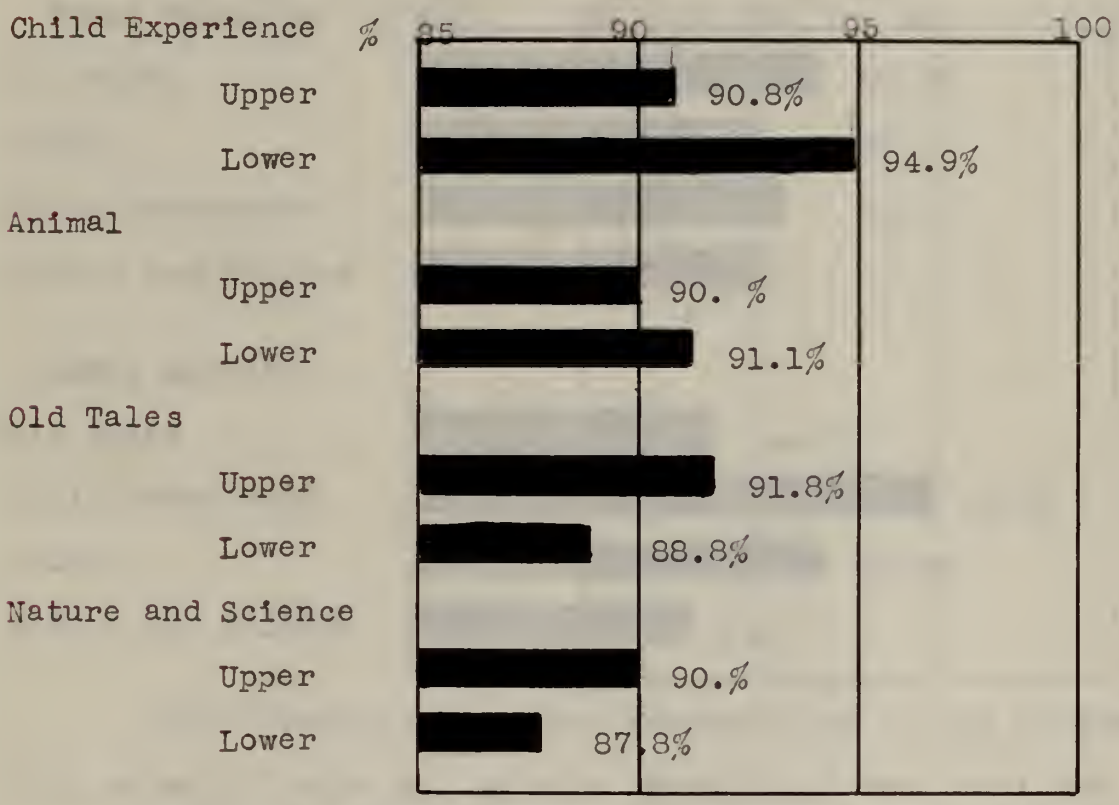
COMPARISON OF PREFERENCES OF UPPER AND LOWER QUARTILES
IN INTELLIGENCE FOR FOUR STORY TYPES
BASED ON 391 CASES

	Per Cent					
	Liking with Enthusiasm		Liking without Enthusiasm		Disliking	
No. of Cases	Lower 98	Upper 98	Lower 98	Upper 98	Lower 98	Upper 98
Child Experience	67.5	62.7	27.4	28.1	5.1	9.2
Animal	65.8	66.7	25.3	23.3	8.9	10.
Old Tales	69.1	71.4	19.7	20.4	11.2	8.2
Nature and Science	57.1	59.1	30.7	30.9	12.2	10.

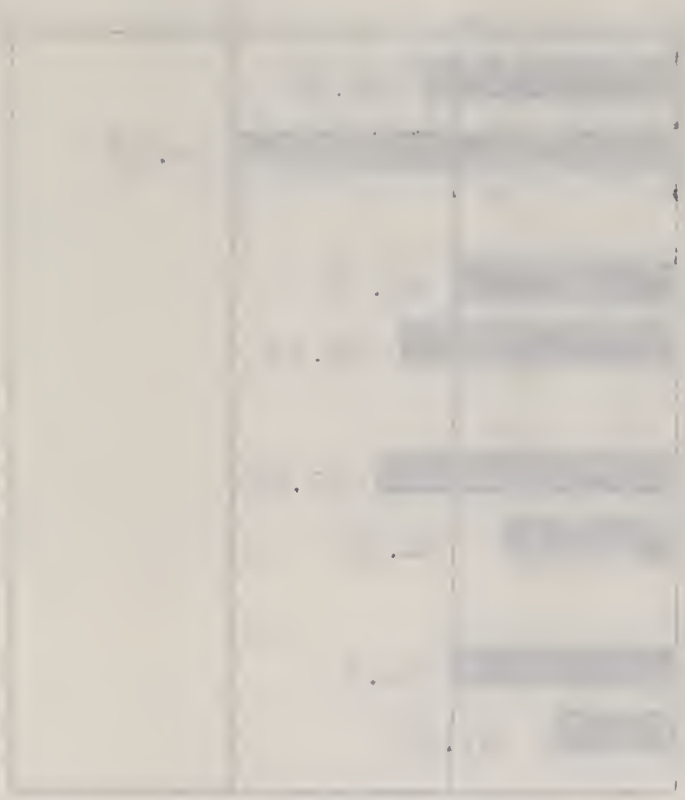
This table is read in the same manner as the two previous tables. A study of this table reveals that the lower quartile expressed more dislike for nature and science stories and old tales.

GRAPH G

COMPARISON OF PERCENTAGES OF PREFERENCES OF UPPER AND LOWER QUARTILES IN INTELLIGENCE FOR FOUR TYPES OF STORIES BASED ON 391 CASES

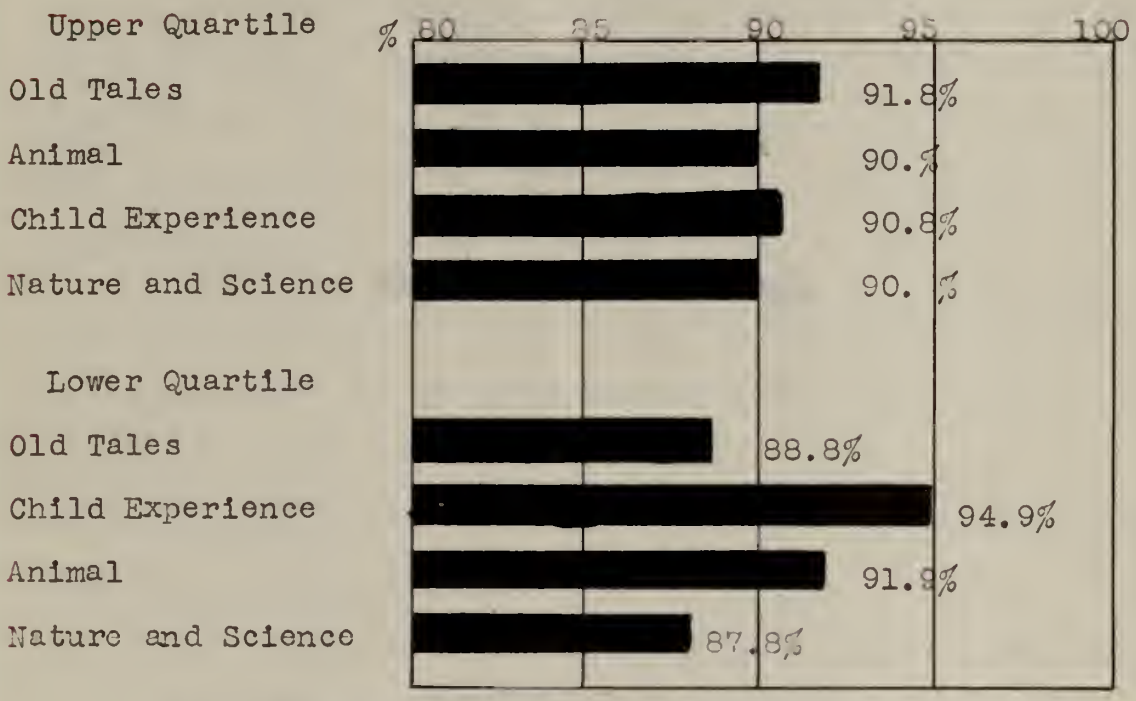


This is a graphic picture of Table 6 which indicates that the upper and lower quartile in intelligence showed very little difference in preference. The upper quartile showed some preference for old tales and nature and science stories. The lower quartile showed some preference for child experience and animal type stories. The greatest difference shown was in child experience which were preferred by the lower quartile and nature and science stories which were preferred by the upper quartile.



GRAPH H

COMPARISON OF RANK ORDER OF FOUR TYPES OF STORY MATERIAL AS PREFERRED BY UPPER AND LOWER QUARTILES IN INTELLIGENCE BASED ON 391 CASES



This graph is a further presentation of the information shown in Table 6. By this graph it is seen that the upper quartile showed less preference of types than the lower quartile.

CHAPTER V

SUMMARY AND CONCLUSIONS

CHAPTER V

SUMMARY AND CONCLUSIONS

SUMMARY

The purpose of this study, as stated in Chapter I, was to survey the reading interests of first grade children, using stories found in first grade books which are generally used. As a result of the investigation, it was hoped to discover, if possible:

1. Which stories first grade children preferred from a selection of stories commonly used in first grade books.
2. Which type of narrative material was most popular among first grade children.
3. If boys and girls at the first grade level had the same preferences for stories.
4. If the same type story appealed to both boys and girls in the first grade.
5. If the upper and lower quartiles in intelligence in first grade expressed preferences for the same or for different stories.
6. If the upper and lower quartiles in intelligence in first grade preferred the same type story.

To accomplish this, forty stories which depicted four types of narrative material were selected from first grade

readers and presented in individual folders to first grade children. The four types of narrative were: child experience stories, animal stories, old tale stories, and nature and science stories.

CONCLUSIONS

From this investigation made in sixteen first grade classes of varied types of communities available the following conclusions were drawn:

1. The most popular stories were: "Why the Bear Sleeps All Winter, "Mr. Vinegar", "Paddy's Pets", "Bunny Boy", and "Winter Is Coming". There were two nature and science stories, an old tale, a child experience story, and an animal story among the five stories most enthusiastically enjoyed. These stories related: the reason for the bear sleeping all winter, the various changes in nature due to change of seasons, the fanciful tale of Mr. Vinegar, an amusing incident occurring to a family in church, and a story of a rabbit who got lost.

2. Of the story types presented there was very little difference in preferences. For enthusiastic preference there was only a difference of eight and one tenth per cent from the first choice to the last choice. The following order was noted: old tales, animals, child experience, and nature and science. In total preference the order was different. Child experience and old tales rated first, nature and science next, and animal last. There was only a difference of two and

and eight tenths per cent from the first choice to the last choice.

3. There was little difference in preference of boys and girls for individual stories. Girls seemed to have more preference for stories of kittens, while boys seemed to prefer stories of donkeys. Girls preferred "The Gingerbread Boy" story while boys preferred "The Straw Ox".

4. Of the story types presented, the differences shown between boys and girls were small. Boys rated the story types in the following way: child experience, old tales, nature and science, and animal with a difference of only two and nine tenths per cent between the first and the last. Girls rated the story types as follows: nature and science, old tales, child experience, and animal - - with a difference of two and six tenths per cent between the first and last choice.

5. On the basis of intelligence, the preference for individual stories was as follows: The upper quartile preferred stories like "Mr. Vinegar", "The Rabbit Who Wanted Wings", "The Monkey Wants His Tail", "The Kitten Who Forgot", "Topsy, a Yellow Kitten", and "In the Spring". The lower quartile preferred "Two Little Soldiers". They showed less discrimination than the upper quartile for they had fewer choices.

6. The upper quartile showed some preference for

old tales and nature and science stories. The lower quartile showed some preference for child experience and animal stories. The greatest difference shown was the four and one tenth per cent preferred by the lower quartile for animal stories. Next was the three per cent shown by the upper quartile for old tales.

7. The choice of stories seemed to depend more upon the manner in which they were presented. If they were told in an interesting way with desired information or with an element of humor, they rated very well.

8. All types of stories were well received, showing there was a need for all four types.

9. Any story involving work was disliked. This was shown by "Building a Play House" and "Time to Work". It did not matter whether the ultimate goal was play or satisfaction.

CHAPTER VI

LIMITATIONS OF THE STUDY AND PROBLEMS FOR FURTHER RESEARCH

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LIMITATIONS OF THE STUDY

1. The geographical distribution of participants was narrow.
2. The number of participants was restricted.
3. The recorded intelligence quotients was unobtainable for all children.
4. The presentation of material was variable due to the fact that it was necessary to use the first grade teachers available.

PROBLEMS FOR FURTHER RESEARCH

The writer feels that as a result of this study profitable research could be conducted along the following lines:

1. To conduct a similar investigation, using a wider geographical area.
2. To conduct a similar study with a larger group of children.
3. To conduct a similar investigation with children whose intelligence quotients were available.
4. To investigate the influence of race on preference.
5. To make a study of first grade books to see if they are as varied in their interest appeal as the children seem to be.

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APPENDIX

TITLES OF STORIES USED IN SURVEY OF NARRATIVE MATERIAL

ANIMAL STORIES

Big Gray Goose

* Bunny Boy

Good Enough for Me

Little Duck Talks

The Little Gray Donkey

Fuzzy Runs Away

The Kitten Who Forgot

Rabbit Who Wanted Wings

Topsy, a Yellow Kitten

Wanted: A New Home

CHILD EXPERIENCE STORIES

The Birthday Party

Building the Play House

Circus Bear

Good Coasting

In the Tree House

Jack-o'-Lantern

Janet's Birthday

* Paddy's Pets

Time to Work

Two Little Soldiers

NATURE AND SCIENCE STORIES

Around the Year

Little Deer

Little Goose with Funny Feet

Making the Nest

Out in the Sunshine

Spring in Polly's Garden

The Tub Pond

Up in the Sky

* Why the Bear Sleeps All Winter

Winter Is Coming

OLD TALES

Billy Goats Gruff

The Boy Who Went to the North Wind

Dark Pony

Gingerbread Boy

The Little Old Woman

Little Red Riding Hood

Monkey Wants His Tail

* Mr. Vinegar

The Straw Ox

The Three Bears

* Indicates sample stories attached.

JOLLY TIMES

Paddy's Pets

Once upon a time there was a little boy called Paddy.

One night when Paddy's father came home, he whistled for Paddy.

Paddy ran as fast as his legs could carry him.

He gave Father a big, big hug.

Then Paddy put his hand
into Father's big pocket.
What did Paddy pull out?
A little baby kitten!

"Mew! Mew! Mew!" cried the kitten.

"What will you do with her?"
asked Father.

"I will give her some milk
and play with her," said Paddy.
And so he did.

The kitten grew fat, just like Paddy.

Another night when Father came home, he whistled again for Paddy.

Paddy ran as fast as his legs could carry him. First he gave Father a big hug. Then he put his hand into Father's big pocket. What did Paddy pull out? A little white puppy with brown spots!

"Bow-wow! Bow-wow! Bow-wow!" cried the puppy.

"What will you do with him?" asked Father.

"I will give him some milk and play with him," said Paddy. And so he did.

The white puppy with the brown spots grew fat, just like Paddy.

Paddy and the kitten and the puppy all played together.

One Sunday morning Paddy
and the kitten and the puppy
were all playing in the garden.
Everything was very still.

Far away Paddy heard
the church bell. It said,
"Ding-dong! Ding-dong!
Come to church! Come to church!"

Paddy jumped up
and took his pets in his arms.
"I am going to church with Father,"
he said.

Paddy went into the house
with his two pets.
He saw Father's big overcoat.
It was on the deer's antlers
right by the door.
Into one warm pocket
Paddy put the kitten.
Into another, he put the puppy.
Then away he ran
to get ready for church.

Soon Paddy was all ready.
Then Father put on his overcoat.
The pockets looked big,
but Father's pockets
always looked big.
He always had so many things
in them for Paddy.

Father and Paddy walked
down the street together.

The church bell called,
"Ding-dong! Ding-dong!
Come to church!
Come to church!"

Paddy and his father
walked together into the church.
The church was very still.
Soon they stopped
and Paddy sat down.
Father took off his overcoat
and put it over the back
of the seat.

Bump went the fat kitten against the seat.

"Mew! Mew!" cried the kitten.

Everyone smiled just a little. But Father did not smile.

"What in the world is that?" he thought.

"What is that in my pocket?"

Father picked up his overcoat
and put it over the back
of the seat again.
This time, bump went the puppy
against the seat.

"Bow-wow!" cried the puppy.
Then everyone smiled still more.

Paddy said to Father,
so no one could hear,
"They are taking their naps
in your pockets."

Then Father gave
the biggest smile of all.
"They must take their naps
at home," he said. "Come Paddy."

Father picked up his overcoat.
The kitten put her head
out of one pocket.
The puppy looked out of the other.
How everyone smiled!

From that time on Paddy's pets
had a basket in the barn
for their naps.

"They can do no harm there,"
laughed Father.

BUNNY BOY

Bunny Boy

Dick and Jane had a white rabbit.

His name was Bunny Boy.

He had a house to live in, but he wanted to play in the yard.

One morning Bunny Boy found a way to get the door open.

Hop, hop, hop! Away he ran.

He looked for Dick and Jane.

He looked for Spot and Puff.

He looked everywhere in the yard.

Hop, hop, hop went Bunny Boy.

Soon Bunny Boy came to a little door.

It was open, and so he jumped in.

What a surprise Bunny had!

Down he fell with a big bump.

He fell into a room under the house.

He fell on something black.

Something as black as night!

Then Bunny wanted to get out.

He jumped and jumped. But he could not jump up to the little door.

So he sat there all day.

Night was coming, and Dick went to feed the pets.

When he came to the rabbit house, he saw the open door.

"Where is Bunny?" said Dick.

"He was here this morning."

Sally and Jane helped Dick look for Bunny Boy.

Mother and Father helped, too.

They looked everywhere, but they could not find the dear little rabbit.

At last night came, and they had to go in and eat dinner.

But Dick and Jane could not eat.

They sat and thought of Bunny.

They thought and thought.

Where, oh, where could Bunny be?

All at once Spot and Puff ran to a door in the next room.

"Bow-wow, bow-wow," said Spot.

"Mew, mew," said Puff.

Just then something bumped on the door.

It bumped and bumped.

Every one ran to the door.

Then there was another bump and another and another.

"Let's open the door," said Father.

"Yes, let's open it," said Dick.

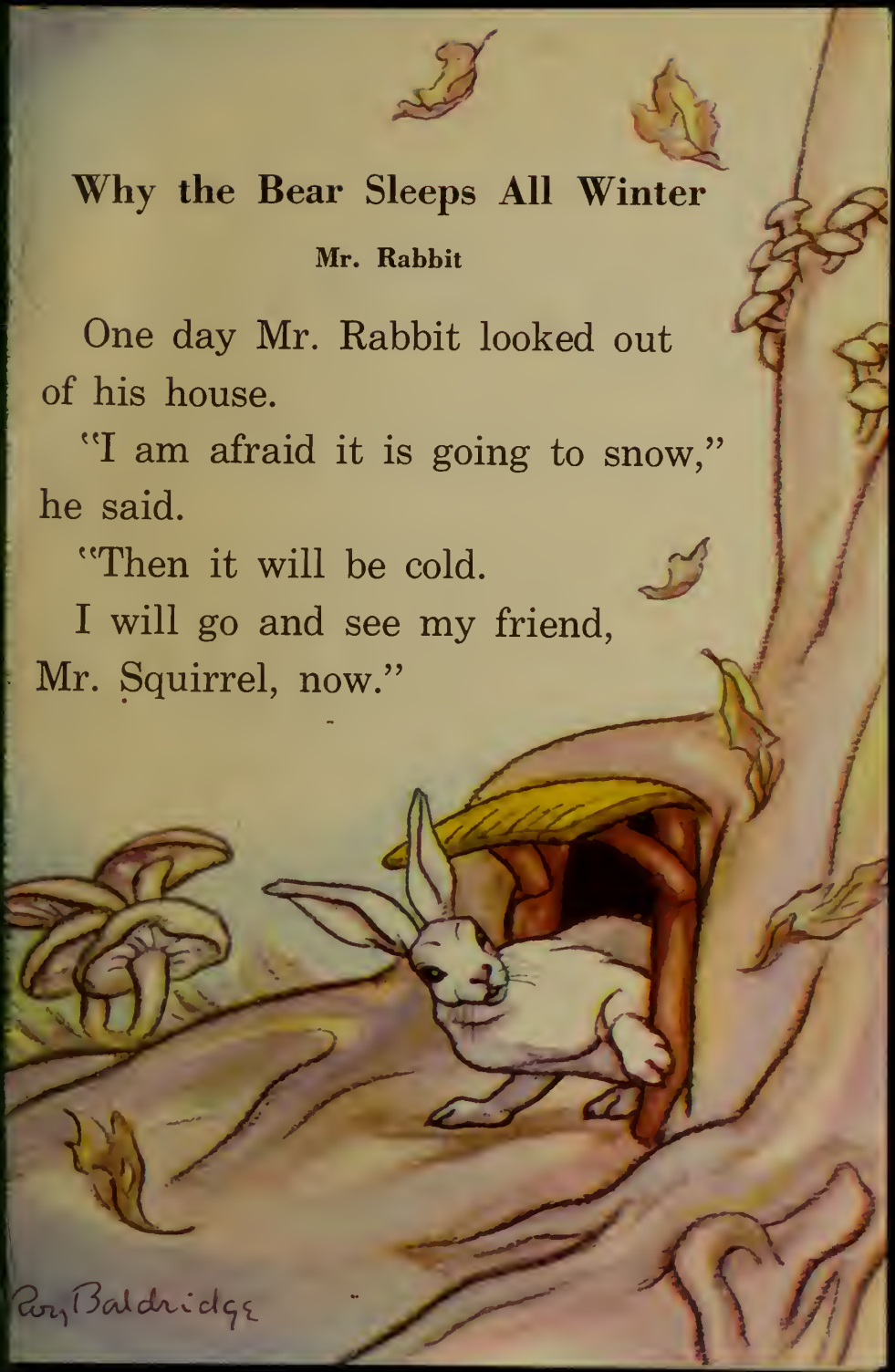
"Let's see what is there."

What a surprise they had!
What a big surprise!
"Here is a rabbit!" said Jane.
"But it is not Bunny Boy.
This rabbit is black.
It must be another rabbit.
Where did it come from?
How did it get here?"
Just then Puff ran to the rabbit.
"Mew, mew," she said.

"Look at Puff," laughed Dick.
"She is making the rabbit white.
Oh! This is Bunny Boy!
Well, well! What a surprise!
We did not know our pet.
We thought he was another rabbit.
We thought he was black.
But Puff made him white."

"Dear, dear Bunny!" said Jane.
"How did you get so black?"
Dick's father said, "I can guess."
Dick said, "I can guess, too."

WITH THIS YEAR BOOKS ALL WRITTEN



Why the Bear Sleeps All Winter

Mr. Rabbit

One day Mr. Rabbit looked out of his house.

"I am afraid it is going to snow," he said.

"Then it will be cold.

I will go and see my friend, Mr. Squirrel, now."

Mr. Rabbit hopped over the field until he came to a little house.

"Good morning, Mr. Squirrel," he said.

Mr. Squirrel came to open the door.

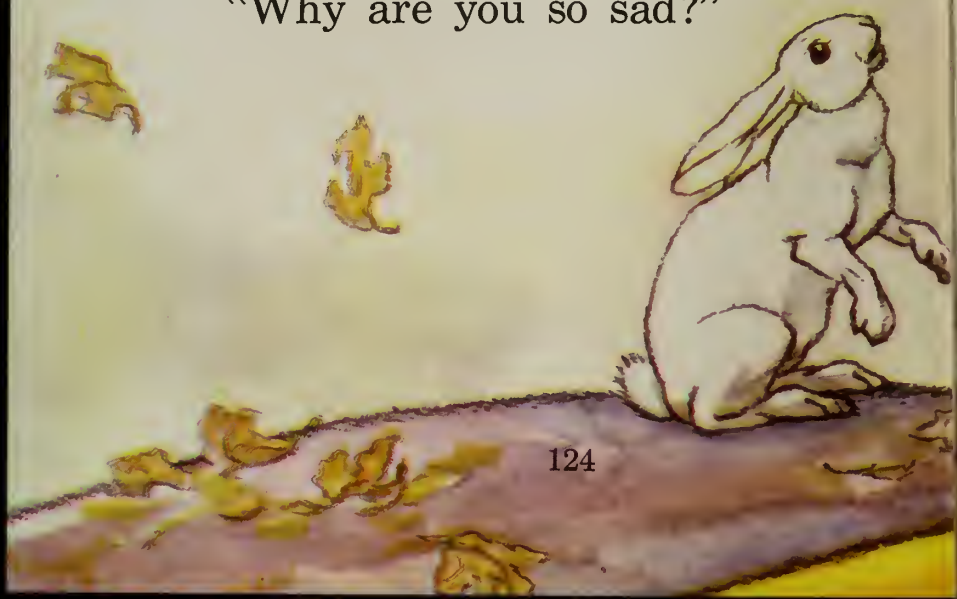
He saw Mr. Rabbit.

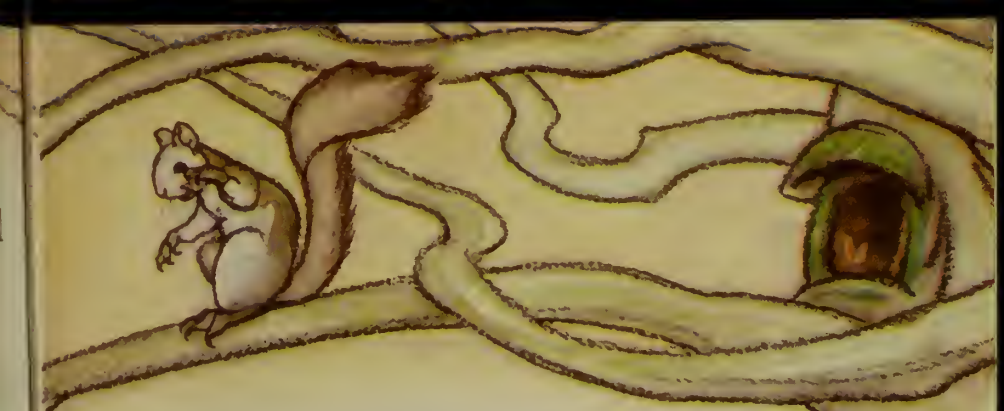
Then Mr. Squirrel began to cry.

He cried and cried and cried.

"Why do you cry, Mr. Squirrel?" asked Mr. Rabbit.

"Why are you so sad?"





"I had nuts for the winter
in my house," said Mr. Squirrel.
"I went away this morning.
When I got back, the door
was open.
And all the nuts were gone!"
Mr. Squirrel began to cry again.
"Do not cry," said Mr. Rabbit.
"I have good things for the winter
in my house.
Come and live with me."
"Thank you," said Mr. Squirrel.
"I will."

Mr. Rabbit hopped over the fields, and Mr. Squirrel went with him.

"This is my house," said Mr. Rabbit.

The door was open.

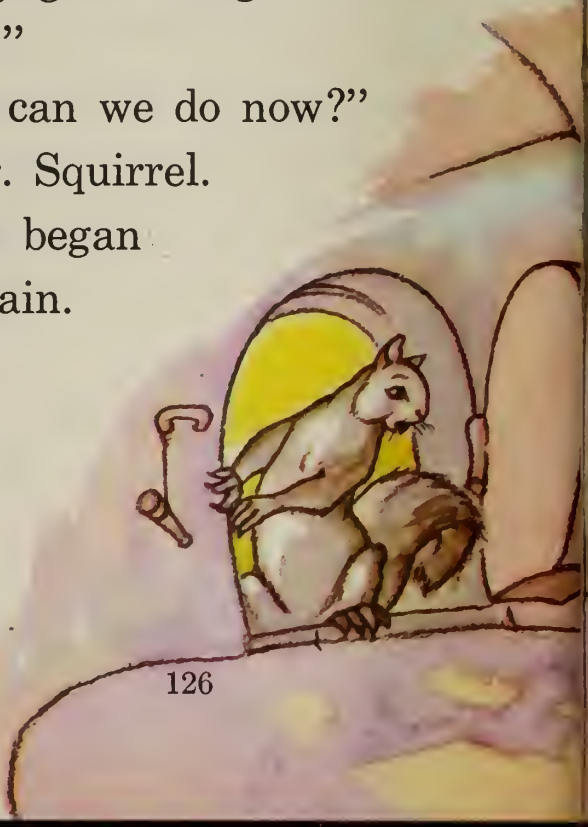
Mr. Rabbit ran into the house.

"Some one has been in my house!" cried Mr. Rabbit.

"All my good things to eat are gone!"

"What can we do now?" asked Mr. Squirrel.

And he began to cry again.



"We have to get to work,"
said Mr. Rabbit.

"Winter is here, and the snow
will come.

It will be cold.

You will have to get some nuts.

I will have to get
some other things to eat!"

Mr. Beaver

When Mr. Rabbit and Mr. Squirrel went out, they met Mr. Beaver.

"Oh, Mr. Beaver, some one came into my house!" said Mr. Squirrel.

"He took all the nuts I had for the winter!"

Mr. Rabbit said, "Oh, Mr. Beaver, some one came into my house, too."

"I know that some one,"
said Mr. Beaver.

"It was Mr. Bear."

"Yes, it was Mr. Bear,"
said Mr. Squirrel.

"Mr. Bear always takes
good things to eat.

He will take all our good things."

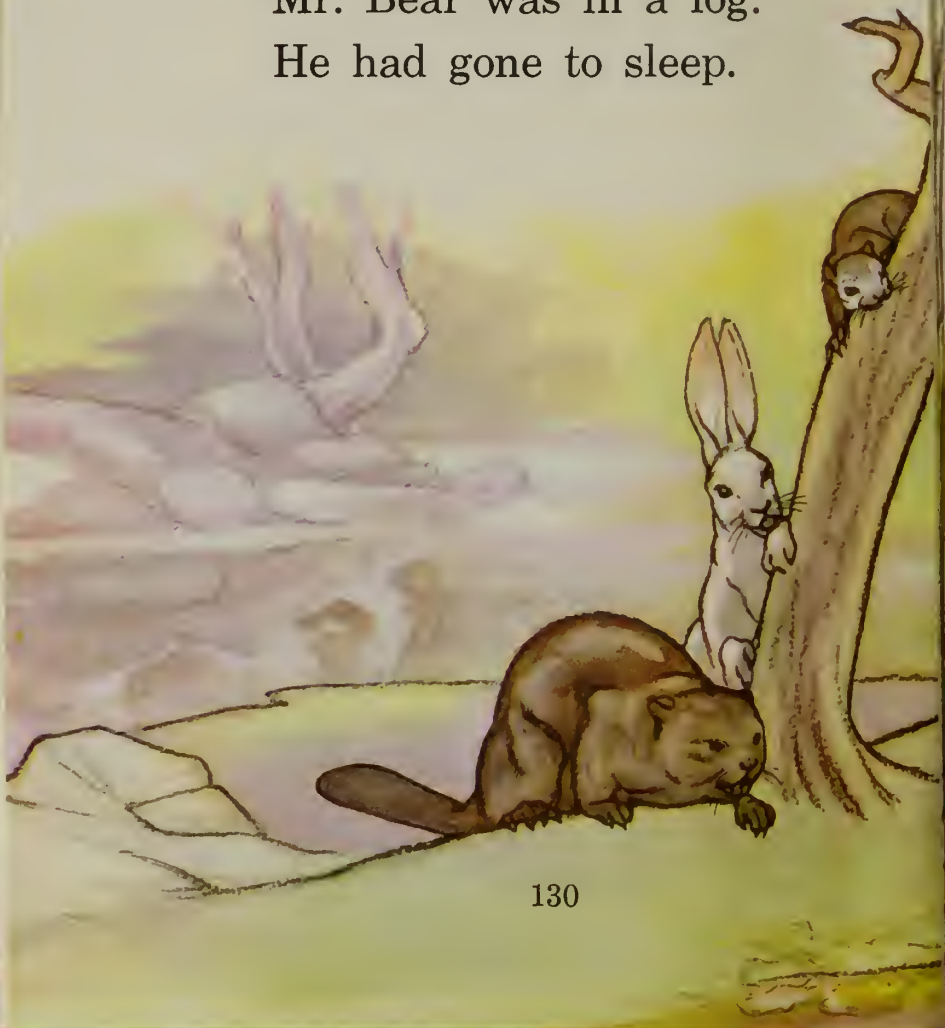
Mr. Beaver said, "Let us find
Mr. Bear."

Mr. Rabbit and Mr. Squirrel and Mr. Beaver went to look for Mr. Bear.

Then they saw him.

Mr. Bear was in a log.

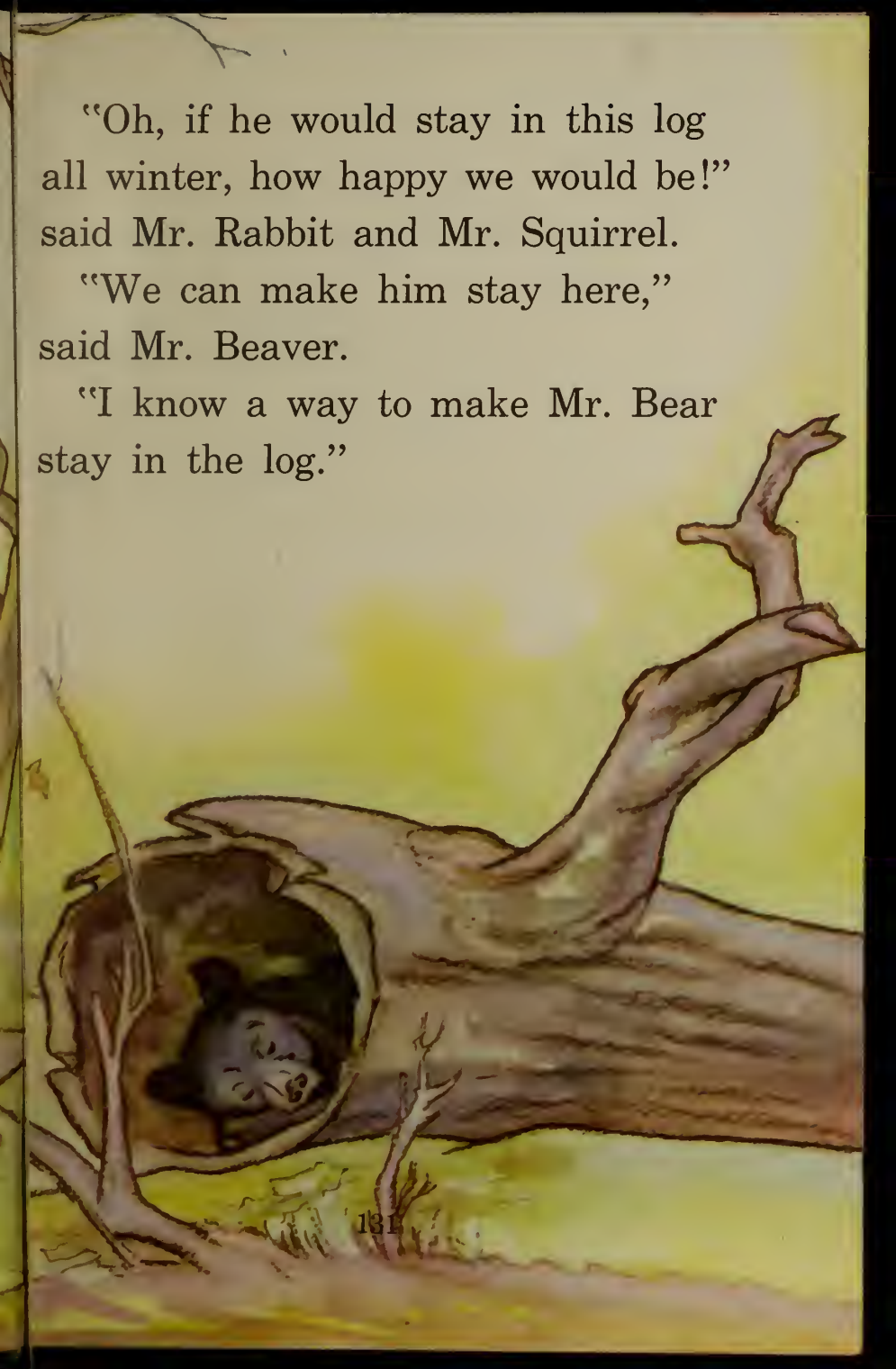
He had gone to sleep.



"Oh, if he would stay in this log all winter, how happy we would be!" said Mr. Rabbit and Mr. Squirrel.

"We can make him stay here," said Mr. Beaver.

"I know a way to make Mr. Bear stay in the log."



Mr. Beaver got some mud.

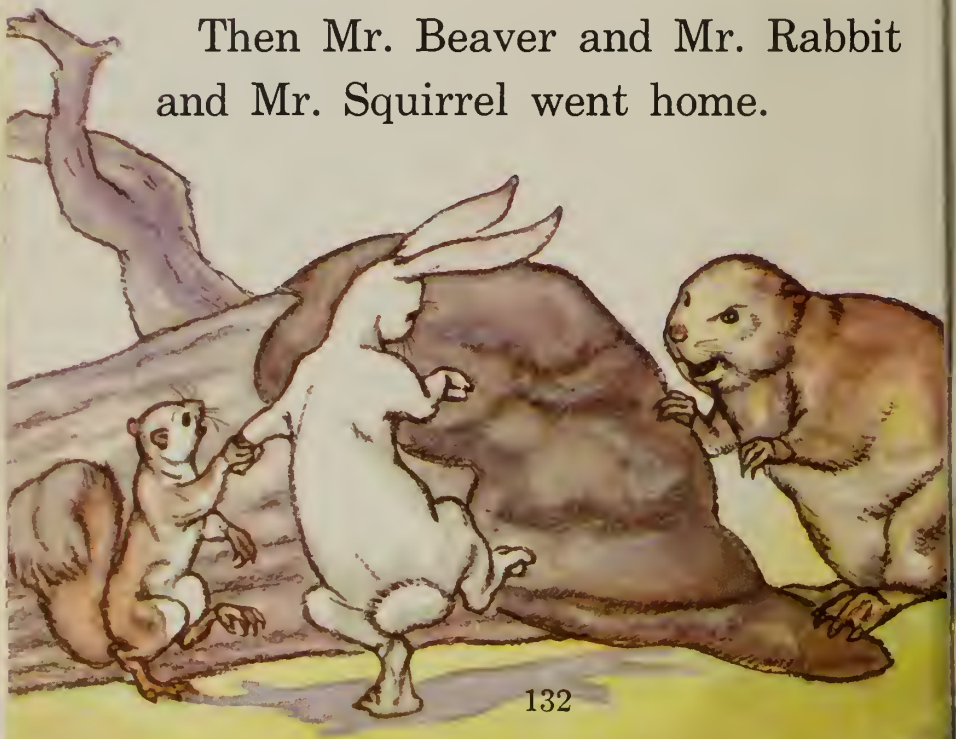
He put mud all over one end of the log.

He put mud all over the other end of the log.

"There!" said Mr. Beaver.

"Mr. Bear will stay in this log all winter."

Then Mr. Beaver and Mr. Rabbit and Mr. Squirrel went home.



The next morning Mr. Bear wanted to get up.

But it was like night in the log.

"Oh, it is still night," said Mr. Bear.

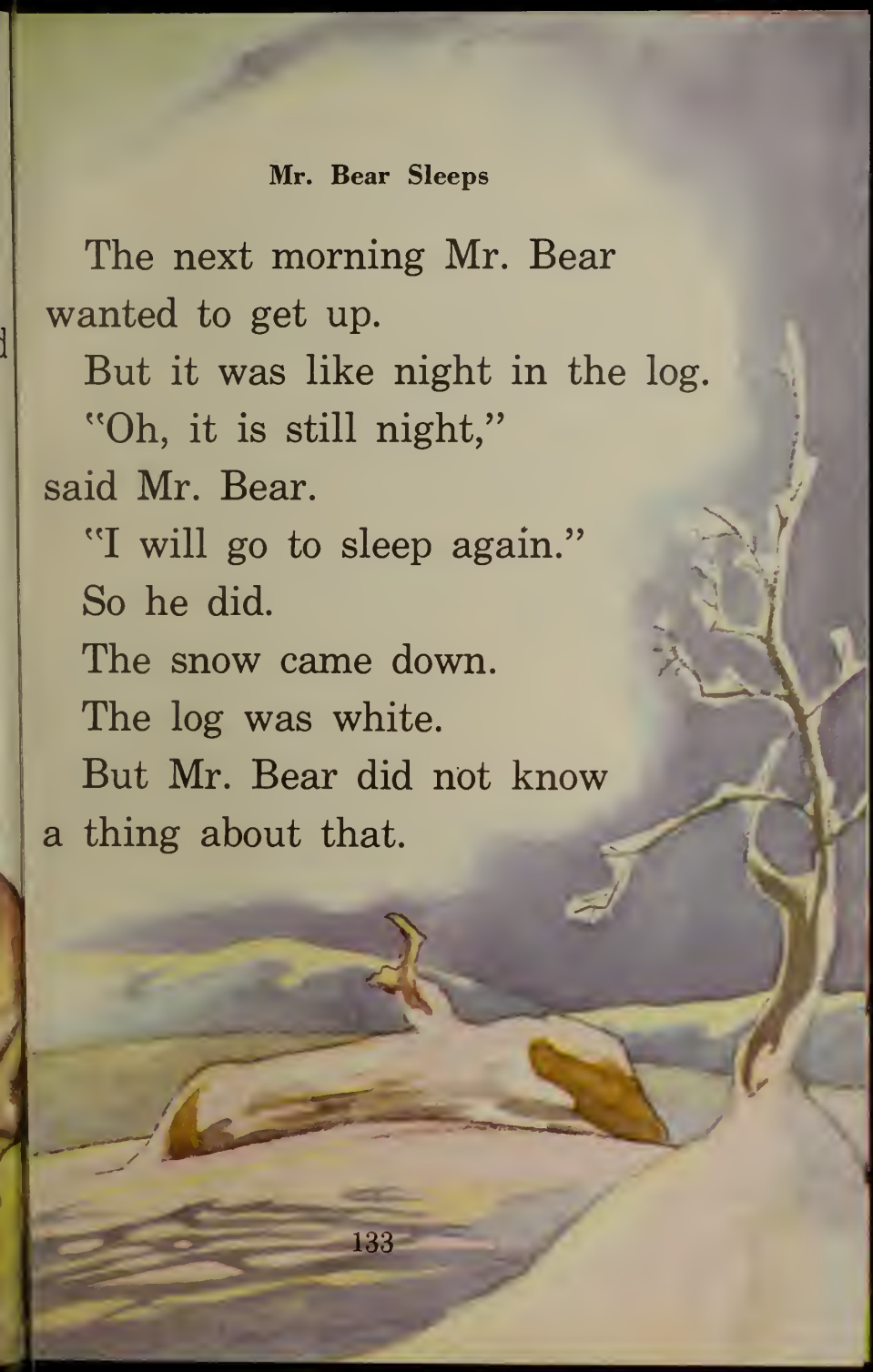
"I will go to sleep again."

So he did.

The snow came down.

The log was white.

But Mr. Bear did not know a thing about that.



One morning Mr. Bear could not sleep.

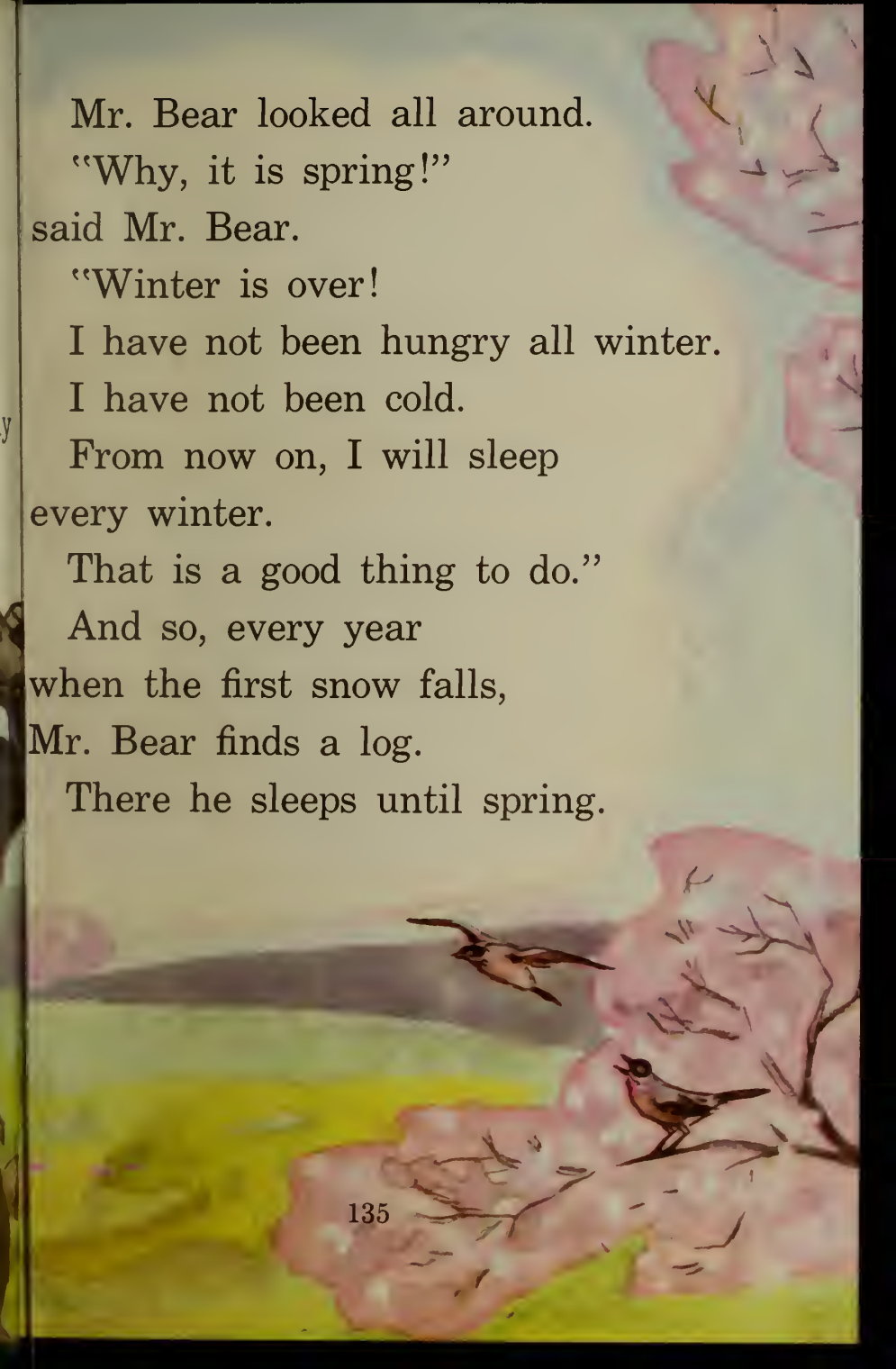
"I am hungry," he said.

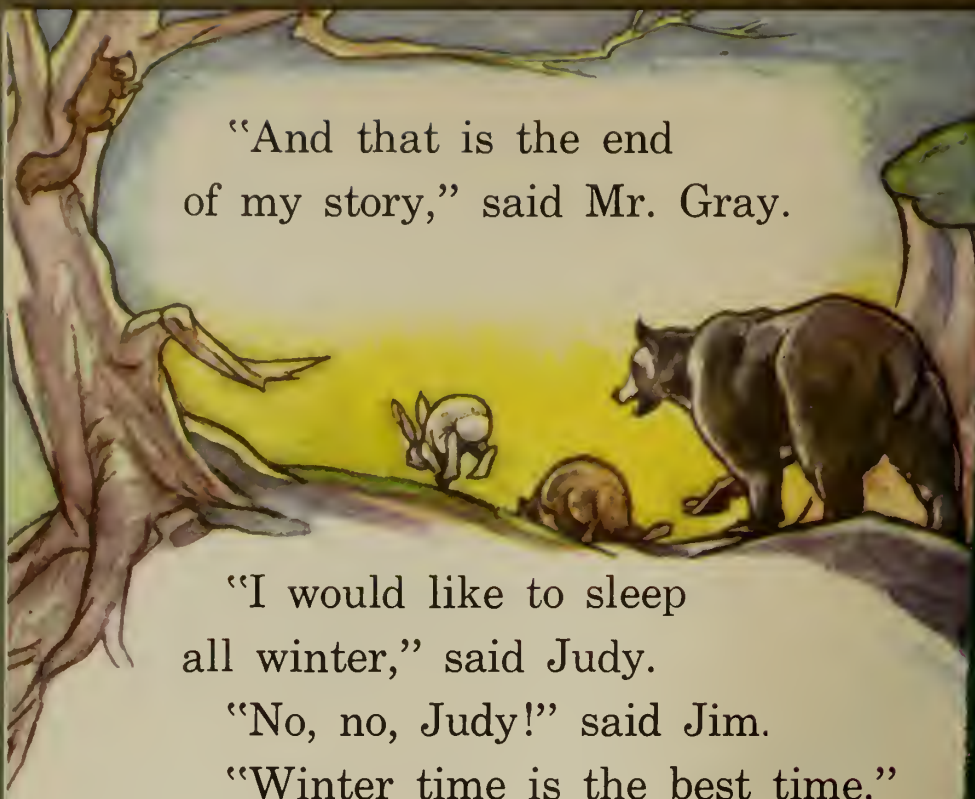
So he got up.

He began to push the mud away from one end of the log.

Then Mr. Bear came out of the log.

Mr. Bear looked all around.
"Why, it is spring!"
said Mr. Bear.
"Winter is over!
I have not been hungry all winter.
I have not been cold.
From now on, I will sleep
every winter.
That is a good thing to do."
And so, every year
when the first snow falls,
Mr. Bear finds a log.
There he sleeps until spring.





"And that is the end
of my story," said Mr. Gray.

"I would like to sleep
all winter," said Judy.

"No, no, Judy!" said Jim.

"Winter time is the best time."

"Supper time is a good time, too,"
said Bobby.

"It is supper time now."

"Supper time!" cried the children.

"Supper time!

Good-by, Mr. Gray. Thank you!

We will tell your story
to our friends in the First Grade."

MR. VINEGAR

MR. VINEGAR

Mr. Vinegar

Once there was
a little old man.
And once there was
a little old woman.

The little old man
was Mr. Vinegar.
The little old woman
was Mrs. Vinegar.
They lived
in a queer little house.
It was a little glass house.

One day Mr. Vinegar
had to go away.

Mrs. Vinegar started
to work in her house.

She knocked over a chair.

Over went the chair,
and down came
the little glass house.

Mr. Vinegar came home.
There was the door,
but the little glass house
was in pieces.

Then Mr. Vinegar said
to Mrs. Vinegar,
"We have a door,
but we have no house.
I will put the door on my back.
We will go and look
for a house."

So Mr. Vinegar
put the door on his back.

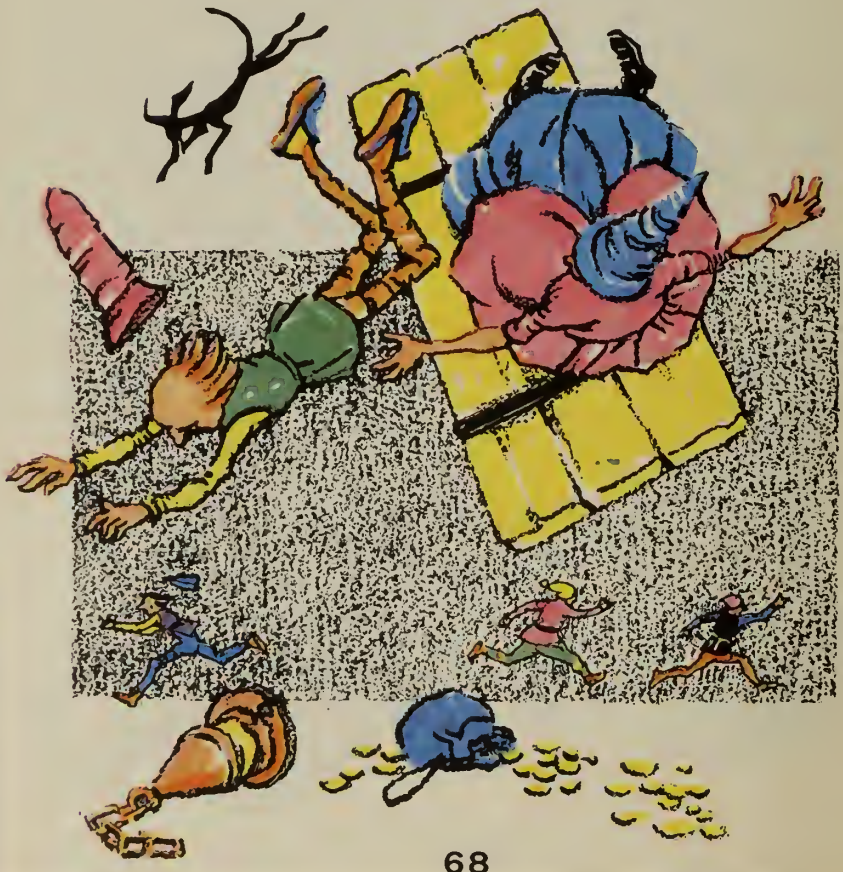
Mr. Vinegar and Mrs. Vinegar
started out to look for a house.

They looked, and looked, and looked.

Night came.
Mr. Vinegar
put the door in a tree.
They went to sleep
on the door in the tree.

In the night
voices came from under the tree.
Mr. and Mrs. Vinegar
looked down.
They saw robbers under the tree.
Mr. Vinegar said,
"Look, Mrs. Vinegar, look!
The robbers have money.
Look at the money!"

Just then the door
fell out of the tree.
Down came Mr. and Mrs. Vinegar.
The robbers ran away.
They did not take the money.



Mr. Vinegar said,
"I will take the money
and get a cow."

Mrs. Vinegar said,
"Yes, take the money
and get a cow."

So Mr. Vinegar took the money
and went away to get a cow.

Mr. Vinegar came to a man
who had a cow.

He said to the man,
"I must have a cow.
I will give you
all my money for your cow."

The man said,
"I do not want to give up my cow.
But you are my friend.
I will give you the cow
for all your money."
So Mr. Vinegar
gave all his money for the cow.

Mr. Vinegar took the cow
and started back to Mrs. Vinegar.

Just then he saw a man
with some bagpipes.

"Tweedle-dee! Tweedle-dee!"
went the bagpipes.

Mr. Vinegar said to the man,
"I must have some bagpipes.
I will give you my cow
for your bagpipes."

The man said,
"I do not want
to give up my bagpipes.
But you are my friend.
I will give you the bagpipes
for your cow."

So Mr. Vinegar took the bagpipes and started back to Mrs. Vinegar.

Mr. Vinegar had the bagpipes.
But he could not make
the bagpipes say,
"Tweedle-dee! Tweedle-dee!"

Mr. Vinegar saw a man
with a fur cap.

He said to the man,
"My ears are cold.
I will give you my bagpipes
for your fur cap."

The man said,
"I do not want
to give up my fur cap.
But you are my friend.
I will give you the fur cap
for your bagpipes."

So Mr. Vinegar put on the fur cap
and started back to Mrs. Vinegar.

Mr. Vinegar
had a long, long walk.
He went on, and on, and on.
He saw a man with a stick.
Mr. Vinegar said to the man,
"I must have a stick.
I will give you my fur cap
for your stick."

The man said,

"I do not want to give up my stick.
But you are my friend.
I will give you the stick
for your fur cap."

So Mr. Vinegar took the stick
and started back to Mrs. Vinegar.

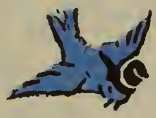
Mr. Vinegar came to a woods.
He sat down under a tree.

A little bird in the tree
looked down and said,
"Foolish Mr. Vinegar!
You gave all your money for a cow.
You gave the cow for some bagpipes.
You gave the bagpipes for a fur cap.
You gave the fur cap for a stick.
Now you have no money.
You have no cow.
You have no bagpipes.
You have no cap.
You have just a stick.
You could get a stick
from a tree in the woods.
Foolish, foolish Mr. Vinegar!"

Mr. Vinegar looked up
at the little bird and said,
"Do not say that to me.
I am not foolish.
I will knock you
out of the tree."

Up into the tree went the stick.

And away went the bird.



Mr. Vinegar could not get the stick again.

Now Mr. Vinegar did not have the stick.

He did not have the cap.

He did not have the bagpipes.

He did not have the cow.

He did not have the money.

Mr. Vinegar came back to Mrs. Vinegar.

And Mrs. Vinegar had a house! She had a queer little glass house again.

Mr. and Mrs. Vinegar still live in the queer little glass house.

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Do Not Take From This Room